

Seymour Primary School Special Needs Information Report 2020

Meeting the Needs of Children with Special Educational Needs and Disabilities

Seymour Primary School is part of the Kemnal Academy Trust schools in the Crawley Locality Group. As a locality group, we are committed to being inclusive schools and align our approach to meeting the needs of all pupils including those with Special Educational Needs and disabilities.

We work to ensure that the necessary provision is made for any student who has special educational needs and that those needs are made known to all who are likely to teach them. We endeavour to ensure that all teachers are able to identify and provide for those students who have special educational needs and disabilities, to allow them to access and participate in all the activities of the schools, together with pupils who do not have special educational needs.

Seymour School's Support and Provision for children with SEND

Support is tailored to individual need as a result of assessment by internal and external agencies. Support is aimed at children becoming independent learners and meeting their potential.

Key Questions:

1 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Information sharing with child's pre-school or previous school
- Dialogue with parents prior to starting school
- Class teacher visit to pre-school to observe your child and liaise with staff
- Information from other people who have worked with your child, such as a speech and language therapist
- Analysis of assessments completed once your child starts school
- Through ongoing and termly assessments and tracking of progress

This information will be used to plan for your child. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals for advice.

2 What should I do if I think my child may have special educational

- Visit our school and talk to the SENCO (Special Educational Needs Coordinator). Your concerns will always be taken seriously. Your views are very important and information sharing is vital to your child's success.

3 Who should I contact to discuss concerns for and the needs of my child?

Class Teacher

Responsible for:

- Planning a curriculum which responds to the strengths and needs of all children
- Monitoring the progress of children

- Identifying and planning any additional support
- Devising personalised learning plans and interventions to prioritise and focus on the next steps to improve learning
- Ensuring that parents are involved in supporting their child's learning
- Applying the school's SEND policy

Responsible for:

SENCO –
Mrs Sam Butler

- Coordinating provision for children with SEND
- Developing the school's SEND policy
- Liaising with a range of agencies outside of school who can offer advice and support to help children overcome difficulties
- Providing advice and facilitating training to ensure that all the staff are skilled and confident about meeting a range of needs
- Coordinating provision for children with behavioural and emotional problems
- Providing advice to support teachers with managing behaviour
- Monitoring children who have difficulties regulating emotions and behaviour
- Providing Pastoral Support to vulnerable children and their families
- Organising and planning intervention in the school's Learning Nurture Group
- Supporting class teachers to assess and monitor progress of emotional development

Children with English as an additional language

- Providing information to parents of EAL children
- Supporting teachers of EAL children
- Planning interventions for children with EAL

Headteacher

Responsible for:

- The management of all aspects of the school and inclusion, including the provision made for children with all aspects of SEND

SEND

Governor

Gail Botting

Responsible for:

- Supporting the school to evaluate and develop the quality and impact of provision for children with SEND across the school

West Sussex
Local offer

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-local-offer/>

The 'Local Offer' website brings together services, information and events available for children and young people with SEND and their families.

4 How will school staff support my child?

Your child's needs will be met within the class supported by high quality teaching including differentiated planning which takes account of the needs of each child, and adapts the curriculum accordingly.

The progress of all children is reviewed on a regular basis through pupil progress review meetings termly.

- Curricular targets will be regularly reviewed and updated

- Progress within SEND interventions will be reviewed
- The class teacher will work with the Inclusion manager/SENCO to produce a plan for your child and set appropriate targets
- If needed, an IIP (Individual intervention plan) or a Pupil Passport showing your child's difficulties and ways to support their learning in class be put in place. IIPs will be reviewed three times a year and changed as needed. Your involvement will be requested when reviewing the Pupil Passport
- Teachers and teaching assistants have wide areas of expertise and attend relevant training
- When necessary the school will seek support from outside services. This will be discussed with you and a referral made with your permission. (See section 11). Parental involvement will be encouraged in this referral, assessment and report process.
- Children have the opportunity to work in a variety of groupings. For example, mixed ability groups, groups of similar ability groups, one to one with a teacher or teaching assistant.

5 How will the curriculum be matched to my child's needs?

- All needs are supported with high quality teaching.
- Lessons are pitched appropriately so that all children can learn and make progress
- Teachers take account of the needs of the individual and provide differentiated tasks, materials and support appropriately
- Teachers regularly track and assess the children. This enables class teachers and members of the leadership team the opportunity to analyse the progress of each child
- Lessons are planned to take different learning styles into account
- The curriculum may need to be adapted to target specific development or gaps.

6 How will teaching be adapted to meet the needs of my child?

- Teachers are skilled at adapting teaching to meet the range of needs in every class
- Lesson planning takes into account individual children's needs
- Differentiation ensures that all children can experience success and challenge in their learning
- Grouping arrangements are organised for both ability and mixed ability to enable learning opportunities for all
- Additional adults are used to help groups and individuals with a long term goal of developing independent learning skills
- Resources and equipment are used where appropriate to support children's learning

7 How will you and I know how my child is doing and how will you help me to support my child's learning?

- We have an open-door policy for any daily information that needs to be shared between school and home. Parents and teachers may arrange a more private meeting with the class teacher or with the SENCO if there is anything of a more serious or private nature to be discussed. Where appropriate email and home/school diaries are used as a means to communicate on a regular basis.
- Parent consultation evenings take place twice a year in October and February with a further opportunity in July if parents wish to discuss their child's end of year report.
- Written reports, detailing your child's progress, are sent out twice a year at parents' consultation evenings, and a detailed end of year report is sent out in July.
- At the consultation evenings, parents are given information about the progress their child is currently making, for reading, writing and maths. Support and intervention plans are shared with parents.
- If a child is identified as needing an individual school based plan to support their education then parents will be involved in helping the school to create this and then in reviewing targets at regular intervals, usually three times a year.
- If outside agencies are involved in support, parents will be included in this process. Reports from outside services are shared and discussed.

8 What support will there be for my child's overall well-being?

- All adults in school take a great interest in, and concern for, all pupils. We take children's and parental concerns about well-being seriously. In the first instance, the class teacher and adults in the classroom are kept well informed. All adults who come into contact with any child have responsibility towards ensuring that children feel safe and secure at school
- The school has a system of sanctions and rewards for behaviour management for all children (please refer to the school Behaviour Policy for more information).
Additional behaviour management plans, risk assessments or pastoral support plans may be used
where needed, to support individual children who are experiencing particular difficulties
- Trained first aiders are available in school
- If your child needs medication to be administered in school, you are asked to provide details of this on a form. The school nurse is available for advice and will write a health plan when a child has specific medical needs. Where a child has significant medical needs there will also be a discussion between the class teacher, SENCO, school nurse and parents
- If your child has a health condition, a Health Plan will be drawn up enabling the school to manage the condition effectively

9 How is the administration of medicines managed?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the office staff if medication is recommended by health professionals to be taken during the school day.
- On a day to day basis, the office staff, who are First Aid trained, generally oversee the administration of any medicines.
- As a staff, we have training led by the school nurse when appropriate.
- When appropriate, and in consultation with the school nurse, Health Care Plans are written for students with medical needs.

10 How are the governors involved?

- The SENCO reports to the Governors termly to inform them about the progress of children with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets with the SENCO once a term. They also report to the Governors.

11 What support from outside does the school use to support my child?

Agency	Description of Support
Inclusion Support Service <ul style="list-style-type: none"> ● Social Communication Team ● Learning and Behaviour Support ● Sensory Support 	Accessed through referral by the SENCO Termly consultation and review meeting with SENCO
Educational Psychology Service	Annual meeting to discuss needs Telephone Consultations
Speech and Language Therapy	Support from NHS service for identified children. Referrals made by SENCO or parental self-referral
Audiology	Referral from SENCO
School Nurse	Support when needed. Referrals made by SENCO
Paediatric Services	Accessed through referrals to the School Nurse
Counsellor	Counselling support is sourced via a referral to Early Help. Referrals are made by the SENCO

CAMHS (Child and Adolescent Mental Health Service)	Accessed through referrals to School Nurse or referral from GP.
Community Mental Health Team	School consultation service to seek advice for individual cases. Referral from SENCO.
Information, Advice and Support Services Network (formerly known as Parent Partnership Service)	The Information, Advice and Support Service aims to help parents communicate with schools and the local authority. Accessed via the website http://www.iasnetwork.org.uk/
Virtual School For Children Looked After	Oversees the needs of children in care
Aspens	Offers support for parents of children with Autism or Social Communication problems. Accessed via a school referral to Early Help.
Education Welfare Officer	Works with the school to improve attendance
Family Support Worker	Supports families struggling with routines and management of children. Accessed through self-referral to Enabling Families (07542855334)
Early Help/IPEH	Supports families in need. Accessed through self-referral to Enabling Families (07542855334)
Enabling Families	Appointment based advice service for families worried about a situation or problem. Self referral via 0754 285 6334
Children and Young Persons Services/Multi Agency Safeguarding Hub	Works with the school to support children at risk of harm

For more information please refer to:

<https://westsussex.local-offer.org/>

12 How skilled are staff in meeting the needs of my child?

The training needs of staff, including teaching assistants, will be met through locality schools training, Kemnal Trust training, county training and in-school training, through staff meetings, by the SENCO, and outside agencies as appropriate.

- All staff receive safeguarding children training annually with further training throughout the year
- Some teachers and LSAs are Team Teach trained to support children with behavioural difficulties
- Some LSAs have received training in Precision Teaching
- Some staff from across the school have received Elklan speech and language training
- All staff have received Read, Write, Inc phonics training, Talk 4 Writing writing training, Maths Mastery training. Training is updated through each school year.
- LSAs receive training from the Speech and Language Therapist as appropriate

- The SENCO regularly attends appropriate training events, briefings and conferences

13 How will my child be included in activities outside the classroom including school trips?

- We aim to include all pupils in all parts of the school curriculum and we aim for all pupils to be included on school trips.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

14 How accessible is the environment?

- The school is accessible for disabled pupils and parents via a ramp at the main entrance and at the entrance to the Reception block. We also have a toilet with access for disabled pupils, which is large enough to accommodate changing. The school is on one level.
- The Disability Equality Scheme is in place and consideration is given when new building work is carried out.

15 How will the school help my child move to a new class/year group or school?

- We encourage all new pupils to visit the school prior to starting.
- For children with SEND we would encourage further visits to assist with acclimatisation to the new surroundings.
- We run transition days where transition to another school or year group within the school is potentially going to be difficult.
- Extra transition time is provided when needed.
- We liaise closely with staff when receiving and transferring pupils to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- When children are leaving to go to secondary school, visits to the new school are arranged.
- Additional visits are arranged for vulnerable pupils.
- Videos of new year group teachers, classrooms and daily routine are shared with children at the end of the academic year for them to watch during the school holidays

16 Who can I contact for further information?

SENCO: Sam Butler

SEND Governor: Gail Botting

SEND Information Advice and Support Service (SENDIAS) support can be offered on the telephone (0330 222 8555), and by email: send.ias@westsussex.gov.uk. Please do let them know if you have additional needs and need extra **support** to access or understand the **information**.

An overview of SEND identification and support

