



Wood Lane Primary School
SEN Information Report

A. WHO ARE THE PEOPLE THAT SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?		
<p>Class teacher (s/he is recommended as the first point of contact if you have any concerns).</p> <p>The Special Educational Needs Co-Ordinator (SENCO) Miss L. Holland</p>	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. Writing Provision Maps and sharing and reviewing these with parents at least once each term and planning for the next term. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. Ensuring that all staff working with your child in school are supported in delivering 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 and for all the pupils they teach with any SEND. <p><i>Contacted by: speaking to them at the end of a school day to arrange an appointment, telephoning the school or contact by email.</i></p> <p>S/he is responsible for:</p> <ul style="list-style-type: none"> Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that you are: <ul style="list-style-type: none"> involved in supporting your child's learning kept informed about the support your child is receiving involved in reviewing how they are progressing fully involved planning ahead for them. Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils 	

<p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)</p> <p>Head teacher Mrs G. Rogers</p> <p>SEND Governor Mr P. Ball</p>	<p>with SEN and/or disabilities in the school) to achieve their potential.</p> <ul style="list-style-type: none"> • Supporting your child's class teacher to write Provision Maps that specify the targets set for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p><i>Contacted by: speaking to them at the end of a school day to arrange an appointment, telephoning the school or contact by email.</i></p> <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENCO are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities.</p> <p>A child may receive support from a number of adults and a conversation with the class teacher or SENCO will give you a fuller picture than may be obtained from a single supporting adult.</p> <p>Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback.</p> <p>S/he is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. S/he will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p><i>Contacted by: speaking to them at the end of a school day to arrange an appointment, telephoning the school or contact by email.</i></p> <p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p><i>Contacted by writing to the SEND Governor via the school office.</i></p>
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What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

What is Special Educational Provision?

- Provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England.
- Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014.**

Part of the SEN reform programme schools must publish their Information report, providing a comprehensive, transparent and accessible picture of the range of services available within their school. They are required to advertise this on the Staffordshire Marketplace.

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page>

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none">• The teacher will have the highest possible expectations for your child and all pupils in their class.• All teaching is based on building on what your child already knows, can do and can understand.• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.	All children in school receive this.
Specific small group work. This group may be	<ul style="list-style-type: none">• 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	Any child who has specific gaps in their

<ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a Learning Support assistant who has received training to run these groups. <p>These are often called Intervention groups by schools.</p>	<ul style="list-style-type: none"> • some extra support to close the gap between your child and their peers. • S/he will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme. 	<p>understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice 2014 called SEN support, which means they have been identified by the class teacher as needing some extra support in school.</p>
<p>Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups</p> <p>AND/OR Individual support for your child of 20 hours and below in school</p> <p>This may be from:</p> <ul style="list-style-type: none"> • 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. <p>Specified Individual support</p>	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will 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. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ 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 targets which will include their specific professional expertise ○ Your child's involvement in 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 also needs some agreed individual support or group support in school. They will tell you how the support will be used 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

<p>for your child of more than 20 hours in school.</p> <p><i>This is usually provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> 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, Occupational therapy service, Physiotherapy and/or CAMHS <p>Support for children with</p>	<p>and what strategies will be put in place.</p> <ul style="list-style-type: none"> The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Staffordshire County Council Website www.staffordshire.gov.uk After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), 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 support at School Action Plus. After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Education Health and Care Plan an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. <ul style="list-style-type: none"> The teacher will have the highest possible expectations for your child and all pupils 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong Need more than 20 hours of support in school
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<p>specific language impairment <i>Stage of SEN Code of Practice:</i> SEN support. They, and the staff, receive regular support from the speech and language therapists in the school.</p>	<p>in their class.</p> <ul style="list-style-type: none"> • All teaching is based on building on what your child already knows can do and can understand. This information is gained from very detailed information, obtained from observations and detailed assessments. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This will involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (some of which will have been suggested by the speech and language therapist) to enable your child to access the learning task. • Annual Reviews, including the speech and language therapist, which will always consider the progress your child has made. 	
<p>HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL, TRANSFER TO A NEW SETTING OR TO THE NEXT STAGE OF EDUCATION AND LIFE?</p>		
<p>A number of strategies are in place to enable effective pupil's transition. These include:</p> <p>On entry:-</p> <ul style="list-style-type: none"> • A planned programme of visits are provided in the summer term for pupils starting in September. • Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. • The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. • If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns. <p>Transition to the next school</p> <ul style="list-style-type: none"> • The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN. • The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice. • Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible. • Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx , • Accompanied visits to other providers may be arranged as appropriate. • For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. • Feedback from last year's Y6 pupils on the effectiveness of the transition process can be located on our website in the transition folder. • The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been 		

enrolled at another school.

HOW DOES THE SCHOOL KNOW IF MY CHILD NEEDS EXTRA HELP?

- A pupil asks for help.
- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. (However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will discuss this with you.
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - To discuss how we could work together, to support your child at home/school.

This indicates that they may have additional needs in one of the four areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

- If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCO whose name is Lynn Holland and whose contact details are l.holland@woodlane.staffs.sch.uk
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCO yourself or Headteacher.
- If you are still not happy you can speak to the school SEND Governor (Mrs G. Stanley)

HOW WILL I KNOW HOW THE SCHOOL STAFF SUPPORT MY CHILD?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCO and external verifiers

2. ongoing assessment of progress made by pupil in specific intervention groups
 3. Work sampling on a termly basis.
 4. Scrutiny of planning.
 5. teacher meetings with the SENCO
 6. pupil and parent feedback when reviewing target attainment
 7. whole school pupil progress tracking
 8. attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEND Information Report
 - All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
 - Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.
 - Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model
 - An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO
 - Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
 - SEND support will be recorded on a provision plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
 - If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil.
 - The school budget, received from Staffordshire LA includes money for supporting children with SEND.
 - The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
 - The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including
 - the children receiving extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.And decide what resources/training and support is needed.
 - All resources/training and support are reviewed regularly and changes made as needed.
- Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

A. Directly funded by the school

- Counselling
- Family Support Worker
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Additional Educational Psychology input to provide a higher level of service to the school
- 1:1 or small group teachers or tutors
- SENSS input to provide a higher level of service to the school.

B. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).
- School Nurse

WHAT TRAINING HAVE THE STAFF SUPPORTING SEND HAD OR WHAT TRAINING ARE THEY HAVING?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) and the SENCO on:

- Leading a nurture Group

- Talking Partners

- Attendance at the termly SENCO Update

Specialist training has been provided to the SENCO on:

- The school has regular visits from SENSS specialist teachers who provide advice to staff support the success and progress of individual pupils

The Governor with specific responsibility for SEND has completed the SEND Governor training

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted 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 and increase your child's access to what is on offer.

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every half term and a National Curriculum level given in reading, writing, maths as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- 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, in Year 6 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN support will have a Provision Map which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings. Parents may also find staff emails a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, or the SENCO.

HOW ARE PARENTS INVOLVED IN THE SCHOOL?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO 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 with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Provision Maps will be reviewed with your involvement each term.

In addition:

- We hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The Provision Maps will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

HOW IS THE DECISION MADE ABOUT THE TYPE OF SUPPORT AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent.
- For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

HOW ACCESSIBLE IS THE SCHOOL BOTH INDOORS AND OUTDOORS?

In the last three years the following adaptations have been made to the school environment:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate

- One toilet has been adapted to ensure accessibility for visitors with a disability

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

- Our Accessibility Plan that describes the actions the school has taken to increase access to the environment and the curriculum
http://woodlane.staffs.sch.uk/wp-content/uploads/2014/03/disability_and_accessibility_plan_2014-15.pdf

HOW WILL YOU SUPPORT MY CHILD'S MEDICAL NEEDS?

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, English and maths support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

HOW IS MY CHILD INVOLVED IN DECISIONS?

- Children who have IPPs discuss their progress and targets when these are reviewed (age appropriate).
- If your child has an EHC Plan, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning.
- All children are provided with the opportunity to be voted onto The School Council or The School Parliament, as well as hold other positions of responsibility, by their class or teachers.
- Children are often asked about their learning and targets are reviewed regularly.

WHAT SUPPORT WILL BE THERE FOR MY CHILD'S OVERALL WELL BEING?

To provide a caring and supportive environment and has high expectations of success.

Our staff team is committed to creating an environment where every child can make good progress, not just in their academic life but in their personal and social development as well.

Our children to grow to be accepting of others, making good moral choices and being active members of the community.

All our staff aim to foster this by encouraging an enthusiasm for learning and by providing the best education to enable all children to achieve their potential.

A broad curriculum which involves learning about emotional well-being.

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps which aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.

WHO CAN I CONTACT FOR FURTHER INFORMATION OR IF I HAVE ANY CONCERNS?

- Your child's class teacher
- The SENCo (Miss L. Holland)
- The Headteacher (Mrs G. Rogers)

For complaints please contact the School Governor with responsibility for SEN (Mr P. Ball)

WHEN WILL THE SEN INFORMATION REPORT BE REVIEWED?

Report will be updated in July 2018.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE SCHOOL CLASSROOM INCLUDING SCHOOL TRIPS?

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra- curricular activities, curriculum visits, visitors and trips. All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and children are consulted closely as to the nature of the adjustments required. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

GLOSSARY OF TERMS

IPP	Individual Provision Plan
PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder