

**Alderbury and West Grimstead CE VA Primary School SEN/D Information
Report
January 2017**

Context

In September 2014, a new statutory Code of Practice for Special Educational Needs and Disability (SEND) was introduced by the Department for Education (DfE). The SEND reforms build on the best practice over the past 13 years since the last Code of Practice was written. They aim to implement a new approach, which seeks to join up help across education, health and care, from birth to 25.

- The reforms give schools the freedom to develop what works for them in partnership with their local authority, parents and young people
- The reforms underpin the belief that, with the right provision, children with SEN can be supported to achieve good outcomes.

This document explains how Alderbury and West Grimstead Primary School implements the new Code of Practice for SEND.

Special Educational Needs

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. The new approach began in September 2014 and placed pupils at the centre of planning. The key principles of the new legislation are:

- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
- Education, Health and Care plans (EHCPs) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
- School Action and School Action Plus have ceased and been replaced by a single school-based category (SEN Support) for children who need extra specialist support.

Local Offer

Wiltshire Council has published its 'Local Offer' which sets out what is available in Wiltshire in relation to education and enables parents/carers and young people to access clear and comprehensive information about the support and opportunities that are available.

This information can be accessed through:

<http://www.wiltshire.gov.uk/localoffer/localoffersendservice.htm>

Alderbury and West Grimstead VA CE Primary School.

At this school we aim to provide a vibrant, creative and engaging learning environment for all our children. We recognise that each child is an individual and as such will require provision that meets their needs. We aim to be inclusive and work alongside parents/carers and outside agencies to achieve this aim. We shall continue to provide a person centred approach, through an Assess, Plan, Do and Review system that is transparent, led by Mrs Caroline Wilkinson, our Senco. She will liaise with parent/carers, staff and outside agencies to achieve the best possible outcomes for those children who require a variation to the usual classroom provision.

The Teaching Standards state:

'To provide learning environments that enable every child to access a curriculum which is both relevant and challenging to them'

We will do this through Quality First Teaching;

Inclusion friendly environments eg: visual timetables, space to calm, accessible resources, regular training, multi sensory resources, high quality personalised planning and initial assessment. We recognise that children's needs can change throughout their education and assessment is ongoing. We use GRSS (Gradual Response to SEND Support)

- Class staff know the profile of their class and planning indicates these.
- Activities are differentiated when needed
- The learning environment is stimulating and supportive.
- If a child has a Statement for Educational needs or and EHC Plan there may be additional teaching assistance to provide specific support.
- Classes are resourced with specialised equipment for children with specific additional needs.
- All staff have access to training, advice and resources to enable them to developing fully inclusive practice.
- Teaching assistants are skilled in providing support for children with additional needs.

We believe that children learn best when they are happy and confident and have high self esteem and believe in themselves as learners.

Parents should contribute to this by:

Engaging with school to ensure an effective partnership.

Reading every day with children or ensuring older children read every day.

Participating in home learning projects

Encouraging children to learn by praising genuine success.

Additional classroom strategies or interventions.

For children with specific learning needs, activities include: reinforcement and pre teaching of vocabulary and some specific programmes for literacy: Narrative therapy, Talk Boost, Nessy, Sound Discovery, Toe by Toe, WESford, Sir Kit's Quest, Precision Teaching, Wellington Square, Boosting Reading at Primary and Cued Articulation.

For maths we use Numicon, Springboard, Nippy Numbers using Cuisenaire rods and Back on Track.

We use TA support with delegated funding which might include some 1:1 support, lunchtime support for successful playtimes, and social skills groups.

TAs also deliver specific Speech and Language therapy programmes, specific activities on advice from the Educational Psychologist, Behaviour Support Service, Occupational Therapist, Physical Impairment and Sensory Impairment Service or Physiotherapist.

We have TAs trained in all of the above interventions.

We also have 2 trained ELSA TAs (Emotional Literacy Support Assistants)

Parents contribute to the positive outcomes we have by:

- Good communication of needs and changes in home environment
- Attending and contributing to meetings
- Working in partnership with the school to access further advice and support.
- Attending parent/teacher interviews

Working with outside agencies.

If a child has regular involvement from an outside agency a non statutory My Support Plan may be written. If a child needs a range of outside agency involvement and more than the equivalent of 15 hours support in school a SEND lead worker from the local authority will be assigned and together a non statutory My Plan will be written. This can begin with a Team around the Child (TAC) meeting and will include a One Page Profile and a contribution from all the agencies involved. It will be then be submitted to the Local Authority for approval to become a Statutory My Plan (EHCP)

Parents contribute to this by:

Taking ownership

Attending meetings
Attending training
Providing a link between agencies.
Communicating with the school to ensure clarity and accurate provision.

Who coordinates the provision at AWGS?

Our SENCo is Mrs Caroline Wilkinson. She has gained the NASENCo award through Bath Spa University.

Her role is to manage the day-to-day operation of the policy, co-ordinate the provision and manage the response to the children's needs. She oversees the records of the children with SEND, acts as the link with parents and with external agencies.

The best way to contact Mrs Wilkinson by email or via the school office on 01722 710464

What kinds of SEND are provided for at AWGS?

A child may be described as having a Special Educational need if he/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided (i.e. over and above adjustments, aids and services required by the Equality Act 2010). This may mean that they have a learning difficulty or a disability that requires support that is different from, or additional to, that provided for other children of the same age.

AWGS Primary School provides support for a range of special educational needs which are put into four broad categories:

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

The Equality Act 2010 defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Many of our staff members have specialist training and experience in supporting children with a variety of Special Educational Needs and Disabilities.

Identifying SEN:assessment and reviewing progress toward positive outcomes.

Assessment is ongoing in all classes and the children have targets which are reviewed regularly. All children are assessed summatively three times a year and these results are discussed with the Head Teacher.

If a child is not making progress the GRSS (Graduated Response to SEND Support) can be used to determine the need for SEN support.

Some interventions may take the form of additional general support in the class from the teacher or TA whilst some may be where a child will work on specific areas in a small group or one to one sessions. This will be mapped out on our Provision Map. If at the review stage, progress is not adequate school will seek additional help from specialist services. No referrals will be made without the knowledge, permission and support of the parents.

If significant additional support is required a My Support Plan may be written. Parents are asked to contribute to the plan which is reviewed regularly.

Working collaboratively with parents/carers.

Our open door policy encourages partnership work with parents/carers. We will ensure that review meetings and Team Around the Child (TAC) meetings are arranged at times when parents/carers are able to attend. We use the information that parents/carers share with us at these meetings to make sure that everyone who works with the child understands their needs.

All parents have the opportunity to attend two parents' evenings and receive a written report in the year. If parents need to see the teacher in addition to this they can make an appointment at a mutually convenient time.

Staff are available at the end of the day to see parents but for longer discussions an appointment is often more effective. Mrs Wilkinson can be contacted at any time by email.

Home school communication books are given to some parents as this is often an effective way to share information.

At AWGS we firmly believe in developing a strong partnership with parents and carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Supporting your child with their home learning is vital, as is encouraging your child to develop an enthusiasm for reading widely. Playing Maths games, board games and doing puzzles with your child is a great way to reinforce what they are learning at school.

The class teacher may suggest ideas to support your child's learning at home and the SENCo can provide additional support and offer further relevant information and resources.

There are many organisations that can provide guidance and support for families of children with Special Educational Needs and/or Disability. It's easy to struggle on your own and forget that you may need some support, perhaps someone to talk to, to help you fill in forms or understand paperwork, or to accompany you to a meeting. Please ask if you would like help finding this support. Our Parent Support Adviser (PSA) is Mrs Linda Kendal Scott. Linda has a leaflet in school so please call in if you need one.

Transition

Transferring to a new school is a significant time in a child's life and we know some children find this more difficult than others. Discussions between the previous and receiving schools take place prior to the pupil leaving /joining the school and we have very close relationships with our feeder preschool and receiving Secondary Schools. The SENCo will receive and pass on relevant information on pupils with SEND and additional visits can be arranged. Secondary school staff visit pupils prior to them joining their new school.

In the summer term we have Moving Up morning where children spend time with their new teacher and any information about children with SEND will have been shared prior to this event.

Measures to prevent bullying

The message is we do not bully anyone, irrespective of race, religion, disability, gender or sexuality. In dealing with rare cases of bullying we feel that it is important to develop positive behaviour pattern in the school. Children are given clear messages about acceptable behaviour - all staff work together to help the children develop sound personal and social skills and nurture their self-esteem.

Evaluating the effectiveness of SEN Provision

The governing body of the school appoints a SEND Governor who ensures that all governors are aware to the school's SEND provision, including the deployment of funding equipment and personnel. The SEND Governor is Mrs Kate Fergusson. Mrs Caroline Wilkinson and Mrs Kate Fergusson meet regularly to discuss ongoing SEN issues.

The SENCo and the Head Teacher meet six times a year to evaluate progress and the provision of SEN in the school as well as day to day information sharing. The Head Teacher is available to talk with parents before school and often after school too.

The SENCo and the Head teacher work together to improve provision through the School Development Plan and through regular communication with all involved in SEND.

We plan SEN provision with care so we can improve the outcomes of those children who require this support. It is at the heart of our school and is constantly being reviewed and evaluated as required. We do not wait for a review period if actions are not having the outcomes we expect.

At AWGS all staff are committed to high "Quality First Teaching", excellent provision for children with SEND to ensure the best outcomes for all children. We hope you have found this information useful - if you would like to arrange a visit or speak to the SENCO about the information above, please contact the school office on 01722 710464