

SHIREHAMPTON PRIMARY SCHOOL

Special Educational Needs (SEN) & Inclusion Policy read in conjunction with provision map, local offer, SEN information report at end of policy

1 Introduction

This policy is reviewed and updated in line with current legislation and complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

1.1 The mission statement of our school is learn, aspire, achieve. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

- 1.5** The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess children as required, and make the appropriate provision, based on their identified needs.

2 Aims

- 2.1** The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;
 - to ensure that parents are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.

3 Educational inclusion

- 3.1** We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- vulnerable children;
- children in receipt of pupil premium;
- travellers;
- asylum seekers.

- 3.2** The Early Years Foundation Stage Curriculum, the National Curriculum and Thrive are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

3.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3.4 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.5 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

3.6 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress this include whole class Thrive screening. Teachers use this information when planning their lessons. It enables them to take into account the abilities and the barriers to learning or participation of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

3.7 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

4 Special educational needs

- 4.1** Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty, including behaviour if:
- they have significantly greater difficulty in learning or in their development than the majority of children of the same age;
 - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- 4.2** Many of the children who join us may have already been in early education. In these cases children can join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 4.3** If our assessments highlight a child may not be progressing as expected then the class teacher will use our Provision Map to ensure that all wave 1 strategies are being offered and used effectively.
- 4.4** If our assessments show that a child may have a learning difficulty, we use a range of wave 2 strategies, from our Provision Map, that make full use of all available classroom and school resources. This level of support at Shirehampton Primary School is called School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs and the SEN TAs and pastoral team will take on the responsibility of delivering the strategies and programme detailed in the IEP this may include an individual Thrive action plan. This work will be delivered either 1:1 or as part of a small group.
- 4.5** We will record, in an Individual Education Plan (IEP), the strategies used to support the child. The IEP will show the short-term target set for the child, and the teaching strategies to be used. All children will have a Thrive passport, some children will have an individual Thrive action plan and where appropriate some children will be supported through a pastoral support programme. These will detail the child's strengths, needs and strategies to best support the child. This will be continually reviewed throughout the academic year.
- If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in School Action, including those highlighted in our Provision Map at wave 3 as well as wave 1 and 2. This enhanced level of support at Shirehampton Primary School is called School Action Plus. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.
- 4.6** If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

4.7 In our school the SENCO:

- oversees the day-to-day operation of the school's SEN policy
- co-ordinates provision for children with SEN
- liaises with the relevant Designated Teacher where a looked after pupil has SEN
- advises on the graduated approach to providing SEN support
- advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaises with parents of pupils with SEN
- liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- works with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensures that the school keeps the records of all pupils with SEN up to date

5 The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the SENCO. The SENCO ensures that all those who teach a pupil with an EHCP (Educational, Health and Care Plan) are aware of the nature of the statement.

5.4 The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 6.2 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The Headteacher and the SENCO meet **throughout the year twice a year** to agree on how to use Top Up funding allocated for individuals. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. At this point an IEP will be drawn up and implemented. This is an on-going process.
- 7.3 The SENCO works closely with parents, outside agencies, where necessary, and teachers to plan an appropriate programme of support.
- 7.4 If a child is not making progress in line with the targets and with the strategies identified on the IEP then consideration can be given to whether an Education, Health, Care Plan (EHCP) is needed.

An EHCP is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25. An Education, Health and Care assessment looks at life beyond education and brings the different services together. The local authority is responsible for ensuring that assessments are effectively co-ordinated. The EHC assessment and plan will replace the statutory assessment and statement of special educational needs (SEN) process.

At the start of the assessment, parent and child will have the opportunity to say what's working, what's not working and what you think needs to change. A key worker will help you with this; this is likely to be a professional that is already working closely with the family.

At the same time a coordinator will gather information from the other people involved and arrange a meeting for you all to agree the outcomes and how you think they can best be met. Remember that this is all about a partnership between parents and the professionals involved to make the right decisions for you as a family.

The whole process lasts for 20 weeks. Near the end of this period, the multi-agency group will meet again to confirm the EHC plan and decide what support you might be eligible for to meet the agreed outcomes.

The plan will be clear about how much things cost and will have agreed timescales to make sure that it is updated and reviewed regularly, for example

annually. The plan will go with your child or the young person as they change services, change schools and also when they leave school and go on to college, work related training or employment.

- 7.5** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3** Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing National Curriculum objectives into year group golden codes finely graded steps and targets, we ensure that children experience success. All children at both School Action and School Action Plus levels have an IEP.
- 8.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1** The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The local offer and home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
- 9.2** The school website contains details of our policy for special educational needs, local offer and SEN information report. A named governor takes a particular interest in special needs and is always willing to talk to parents.
- 9.3** We meet with parents twice a year, to share the progress of special needs children as well as discuss the targets set in the IEP. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. If needed additional meetings are scheduled.

10 Pupil participation

10.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

10.2 Children are involved at an appropriate level in setting targets in their IEPs and EHC plan and in any review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and review

11.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

11.2 The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings.

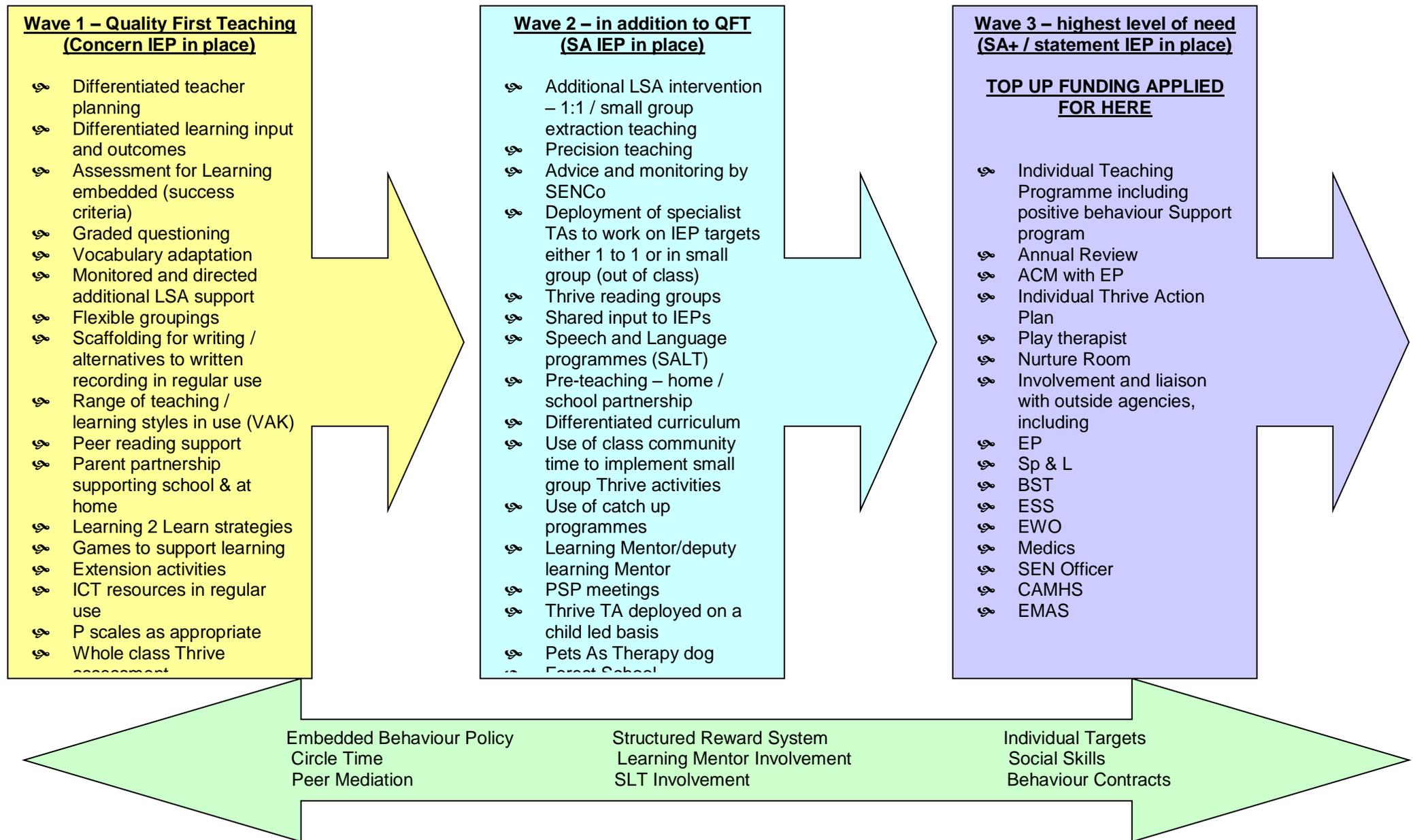
11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Reviewed:

- Sept 10**
- June 10**
- June 11**
- June 12**
- June 13**
- August 14**
- November 15**
- Jan 17**

Next Review:

Shirehampton Primary School - SEN Provision Map – November 2015



Shirehampton Primary School - Local Offer – November 15

Shirehampton Primary School is a two form primary school and admits children from 2 years old until 11 years old. We can accommodate 60 children in Foundation Stage and Key Stage 1 and 64 in Key stage 2.

Our Under 3's provision provides free early education for eligible 2 year olds and admits 16 children on a part time basis, where children attend for a total of 15 hours per week; either as 5 morning sessions from 8:45am until 11:45am or 5 afternoon sessions from 12:15pm until 3:15pm.

Our Nursery provision provides free education for children after their 3rd birthday until the end of the academic year in which they have their 4th birthday. There are 60 part time places available in our Nursery. Parents have the option of 5 morning sessions from 8:45am until 11:45am, 5 afternoon sessions from 12:15pm until 3:15pm or 2.5 days which are either all day Monday, Tuesday and Wednesday morning (8:45am – 11:45am) or Wednesday afternoon (12:15pm – 3:15pm) and all day Thursday and Friday.

Our ethos and philosophy are grounded in the belief that pupils' social and emotional well-being is just as important as academic subjects. Our school uses the Thrive Approach which supports adults to help children and young people become more self assured, capable and resilient, enabling them to thrive in their world. Many children and young people face challenges that can knock them off course and we provide the understanding and help to get them back on track. Every child needs to feel that they belong, that they matter, and that they are valued for their unique qualities. This will also ensure they make the best academic progress possible.

To support our philosophy in ensuring our provision is inclusive for pupils who have a wide range of Special Educational Needs, the school uses the funding received from the Government, via the Local Authority. This provision includes:

A full time SENCO (special Educational Needs coordinator) who is non class based for 4 days every week;

Two specialised SEN teaching assistants who provide 1 to 1 and small group support outside the classroom;

A Pastoral Team made up of a full time Learning Mentor and part time Deputy Learning Mentor, Family Link Worker, trained counsellor and Play Therapist;

Staff who have additional training in speech and language, autistic spectrum disorders, dyslexia, managing challenging behaviour, reading interventions, social skills programmes and physical development interventions;

A Nurture Room which offers an opportunity to learn the early nurturing experiences some children and young people lack, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life;

Offering parents the opportunity to attend parenting workshops and family trips during the holidays;

Free music lessons for eligible pupils;

Targeted mentoring programmes during, including lunch times, and before and after the school day;

A high ratio of teaching assistants across the school, including 2 dedicated Thrive TAs; 1 Polish TA and 1 Turkish to provide in class support for children who have English as an Additional Language (EAL);

A day every month of Educational Psychology time in school

Use of Restorative Justice, as a whole school approach, to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning.

As a Local Authority primary school there is no charge for any of these services if your child secures a place with us.

Questions from a Parent Carer's point of view

1. How does the education setting know if children need extra help and what should I do if I think my child/young person may have special educational needs?

- We receive information from pupils' previous schools and educational settings.
- The progress of all pupils is monitored regularly by class teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning, including emotional development the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.
- If parents/carers have concerns about the progress or attainment of their child, or think their child has SEND, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate. School will look into the concerns, share what is discovered and agree with parents what will happen next.

2. How will the education support my child?

- Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.
- When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), an Individual Education Plan (IEP) will be created, detailing the exact support the pupil will receive at Wave 1, Wave 2 and Wave 3; a copy of this will be provided to parents.
- We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND.

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

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.
- Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.
- From year 1 upwards the children are placed in to sets for mathematics as this allows individual learning styles to be catered for more efficiently and learning to take place at the rate of the children.

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

- Annual reports and regular Parents' Evenings, spread across the year give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties.
- When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.

5. What support will there be for my child's overall wellbeing?

- The well-being of all of our pupils is our primary concern at Shirehampton Primary. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE), Thrive and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need; this could include

an individual Thrive action plan or personalised positive handling plan.

- Our Behaviour Policy is based upon Restorative Justice, placing the victim at the heart of the process; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.
- Pupils' views are sought through school council, pupil conferencing and questionnaires.

6. What specialist services and expertise are available at or accessed by the education setting?

- All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
- Educational outside agencies include: Educational Psychology (EPS); Behaviour Improvement Service (BIS); Learning Improvement Team (LIT); Outreach Services, including ASD; Ethnic Minority Achievement Service (EMAS), which includes English Additional Language and Traveller Service support.
- Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals
- We work with First Response, Early Help, Social Services and Community Police.
- We also have a Pastoral Team to support families. The team is made up of a full time Learning Mentor, Deputy Learning Mentor, Play Therapist and Family link Worker.
- The school operates a Nurture Room where children can develop the necessary social, emotional and behavioural skills needed to successfully access our curriculum.
- The head teacher is a qualified teacher for dyslexic children.
- Two highly trained TAs deliver individual programmes of support for all children who benefit from having an IEP including a Polish and Turkish speaking TA
- Across our team of TAs, staff are trained in Better Move On, Better Reading Partners and have basic speech and language qualifications.
- The school has a very active Young Carers group who meet weekly.

7. What training are the staff supporting children and young people with SEND had or are having?

- We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).
- Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher, who receives ongoing SEN training in specific areas.
- All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs

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

- Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

9. How accessible is the education setting?

- Shirehampton Primary is fully wheelchair accessible and we have 2 hygiene rooms to support children with toileting needs.
- We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
- We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.
- All newsletters and school documents are translated into Polish and Turkish.

10. How will the education setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

- We have an Induction programme in place for welcoming all new learners to our setting.
- We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Personalised transition programmes are developed for children that will benefit from this additional support which include transition photo albums, additional visits and multi professional meetings.
- In year 6 all children visit their new secondary school at least once and the staff from their new school come and see them at Shirehampton Primary too.
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.

11. How are the education setting's resources allocated and matched to children's special educational needs?

- Our finances are monitored and audited regularly, both internally by the School Business Manager and externally via the Local Authority Auditing team and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.
- Schools receive funding for all children including those with Special Educational Needs and Disabilities and these needs are met from this, (including equipment).
- If the assessment of a child's needs identifies something that is significantly different to what is usually available the Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £6,000 per year.
- Under the new Code of Practice an Education Health Care Plan may identify additional money is required. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

12. How is the decision made about what type and how much support my child will receive?

- Quality First Teaching and Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.
- Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.

13. How are parents involved in the education setting? How can I be involved?

- We are a child and family centred school, so parents / carers will be involved in all decision making about your child's support.
- We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.
- We operate an open-door policy to allow parents to contact their child's class teacher with ease.

- Parents are invited to become involved in school-life through a number of means eg the parent council, becoming a governor, hearing children read and ongoing invitations to school events throughout the year.
- We host regular opportunities (3 times a year) for parents to join in learning with their child through our Family Challenges, giving parents the confidence to support their child's learning at home.

14. Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo.

Questions from a child's point of view



At Shirehampton Primary all the staff want to help every child enjoy school and find what they are really good at. If you find something difficult you can ask your class teacher and teaching assistant and they will help you.



What you think is really important, and you know what you find easy and what you find more tricky. Your teacher will talk with you and help you find ways of making learning easier.



You will be good at lots of things at school and your teacher will guide you to improve things that you need some help with.



If you are worried about something at school we have lots of people to help you. Our Learning Mentor spends time with children who find school tricky and we have teaching assistants who can work with you in the classroom or by yourself to practise skills. All of these people can help you learn lots of things, be more confident about yourself, make friends and behave brilliantly – they love working with children too!



Shirehampton Primary is like having another family! If you have a question that we need help to answer then we have lots of professional people, like doctors, speech and language therapists, behaviour and learning specialists that we can ask to come and help us help you.

Questions for preparing for Adulthood



Even though when you leave Shirehampton Primary you'll be moving onto secondary school and not getting a job, you'll have had lots of opportunities to talk about your future! You will have also developed many of the skills you will need to enjoy your next step in education and started to think about what job you might want when you are older.



Shirehampton Primary School SEN Information Report – November 15

The Local Offer will provide information about:	Our setting will:
Identify the particular Special Education Needs of a child	<ul style="list-style-type: none"> • Receive information from pupils' previous schools and educational settings. • Monitor the progress made by all children regularly. This is completed by class teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning, including emotional development the school can quickly identify the need for additional support. This will then be discussed with parents / carers and the pupil concerned. • Use thorough and individualised assessment of children, including: observation, termly class-based assessment, diagnostic assessment and pupil progress meetings. • Communicate and consult effectively with all stakeholders, including: Parent's meetings, target setting with children, Early Years Foundation Stage home visits, Individual Education Plan (IEP) meetings, Annual Review meetings, involving outside agencies • Monitor and review the progress made during interventions
Consulting and working in partnership parents of children with SEN	<p>We provide:</p> <ul style="list-style-type: none"> • Parents Evening meetings with the class teacher (3 x year) • Individual Education Plan and/or Personal Support Plan meetings for parents • Family Link Worker – dedicated member of staff to work with parents and support staff • 'Open-door' policy with class teacher / SENCo / Family Link Worker • Relevant information about how parents can support their child at home • Annual reports to parents <p>If parents/carers have concerns about the progress or attainment of their child, or think their child has SEND, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate. School will look into the concerns, share what is discovered and agree with parents what will happen next.</p>
Securing the services, provision and equipment required by children with SEN	<ul style="list-style-type: none"> • Regularly review IEPs to ensure high quality teaching in class, appropriate interventions and access to external agencies Ed outside agencies include: Educational Psychology (EPS); Behaviour Improvement Service (BIS); Learning Improvement

	<p>Team (LIT); Outreach Services, including ASD; Ethnic Minority Achievement Service (EMAS), which includes English Additional Language and Traveller Service support. and Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals</p> <ul style="list-style-type: none"> • Work with First Response, Early Help, Social Services and Community Police. • Use the Pastoral Team to support families. The team is made up of a full time Learning Mentor, Deputy Learning Mentor, Play Therapist and Family link Worker. • Operate a Nurture Room where children can develop the necessary social, emotional and behavioural skills needed to successfully access our curriculum. • Assess children for dyslexia. The Headteacher is a qualified teacher for dyslexic children. • Provide two highly trained TAs deliver individual programmes of support for all children who benefit from having an IEP. • Use expertise from our team of TAs, staff are trained in Better Move On, Better Reading Partners and have basic speech and language qualifications. • Support Young Carers through the very active Young Carers group who meet weekly. • Requirements of DDA met e.g. lifts for children who use a wheelchair
<p>Supporting children with SEN in moving between phase of education and in preparation for adulthood</p>	<ul style="list-style-type: none"> • Welcome all new learners with an Induction programme • Have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Personalised transition programmes are developed for children that will benefit from this additional support which include transition photo albums, additional visits and multi professional meetings. • Encourage all children in year 6 to visit their new secondary school at least once with the staff from their new school coming in to see them at

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	<p>Shirehampton Primary too.</p> <ul style="list-style-type: none"> • Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.
<p>How facilities that are available can be accessed by children with SEN</p>	<ul style="list-style-type: none"> • Continue to be wheelchair accessible and we have 2 hygiene rooms to support children with toileting needs. • Have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. • Monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary. • Provide all newsletters and school documents are translated into Polish and Turkish.
<p>The schools approach to teaching, learning and development of children with SEN</p>	<ul style="list-style-type: none"> • Ensure the provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. • Identify the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), an Individual Education Plan (IEP) will be created, detailing the exact support the pupil will receive at Wave 1, Wave 2 and Wave 3; a copy of this will be provided to parents. • Monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Inclusively educate children with SEN within an age appropriate classroom with their peers most of the time
<p>How the school adapt the curriculum provision and additional learning support available to children with SEN</p>	<ul style="list-style-type: none"> • Provide all teachers with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Plan differentiation for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs

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	<p>(SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.</p> <ul style="list-style-type: none"> • From year 1 upwards set the children for mathematics as this allows individual learning styles to be catered for more efficiently and learning to take place at the rate of the children.
<p>The additional learning support available to children with SEN</p>	<p>Continue to employ:</p> <ul style="list-style-type: none"> • Phase based TAs work alongside class teachers to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN • Differentiated resources to support children with SEN's independence • Support from outside agencies when necessary • Specialist staff in school: SENCo, Family Link Worker, SEN TAs, Learning Mentor, Deputy Learning Mentor, Play Therapist, Educational Psychologist, Thrive (emotional well-being) TA and ASD trained TA • Lunch time coaches (supports social development)
<p>How the progress towards any of the outcomes identified for children with special educational needs will be assessed and reviewed, including information about how those children, their parents will take part in any assessment and review</p>	<ul style="list-style-type: none"> • Provide annual reports and regular Parents' Evenings, spread across the year give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. • Review, at regular intervals, all interventions that are in place • When appropriate, contact parents/carers at any point to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.
<p>How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation</p>	<ul style="list-style-type: none"> • Hold Learning Walks and/or Observations every term to review effectiveness of provision • Seek the views of parents/carers and pupils verbally and through surveys • Hold annual consultation meetings, and seek advice termly, with the EP • Review IEPs 3 x year with pupils, parents and relevant staff • Analyse data trends for SEN pupils on a termly basis
<p>What activities are available for children with special educational needs in addition to the curriculum</p>	<ul style="list-style-type: none"> • Provide targeted mentoring programmes during, including lunch times, before and after the school day

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	<ul style="list-style-type: none"> • Promote involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. For example – Better Move On, Nesy, Sports coaching, Thrive, music lessons to eligible children, School and Eco Council, family trips during the holidays and all after school clubs • Carry out a personalised risk assessment where there are concerns for safety and access to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
<p>What support is available for children with special educational needs</p>	<ul style="list-style-type: none"> • Use educational outside agencies include: Educational Psychology (EPS); Behaviour Improvement Service (BIS); Learning Improvement Team (LIT); Outreach Services, including ASD; Ethnic Minority Achievement Service (EMAS), which includes English Additional Language and Traveller Service support. • Use specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals • Work with First Response, Early Help, Social Services and Community Police. • Employ a Pastoral Team to support families. The team is made up of a full time Learning Mentor, Play Therapist, Deputy Learning Mentor and Family link Worker. • Operate a Nurture Room where children can develop the necessary social, emotional and behavioural skills needed to successfully access our curriculum. • Assess children for dyslexia. The Headteacher is a qualified teacher for dyslexic children. • Employ two highly trained TAs deliver individual programmes of support for all children who benefit from having an IEP. • Use the expertise across our team of TAs, staff are trained in Better Move On, Better Reading Partners and have basic speech and language qualifications. • Support Young Carers - The school has a very active Young Carers group who meet weekly.
<p>How expertise in supporting children with special educational needs is secured for teaching staff and others working with</p>	<ul style="list-style-type: none"> • Regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to

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<p>those children</p>	<p>deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).</p> <ul style="list-style-type: none">• Ensure our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher, who receives ongoing SEN training in specific areas.• Ensure all our teachers hold qualified teacher status and all staff members, including TAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs
<p>How the emotional and social development of children with special educational needs will be supported and improved</p>	<ul style="list-style-type: none">• Ensure the well-being of all of our pupils is our primary concern at Shirehampton Primary. They are supported with their social and emotional development throughout the school day, through the curriculum, including our Nurture Room, and extra-curricular activities. Personal, Social and Health Education (PSHE), Thrive and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.• Arrange additional support from specialist staff, including our Family Link Worker, when needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need; this could include an individual Thrive action plan or personalised positive handling plan.• Base our Behaviour policy upon Restorative Justice, placing the victim at the heart of the process; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.• Regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.• Ensure relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.• Seek pupils' views through school council, pupil conferencing and questionnaires.