



Special Educational Needs and Disabilities Information Report.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Even Swindon Primary School children are identified as having SEN through a variety of ways including the following:-

- Child performing below age expected expectations
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO

- Talk to us – firstly contact your child’s class teacher, concerns can then be discussed with the SENDCO, Head teacher or Deputy Head.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- Our SENDCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least three times a year (this could be as part of Parent’s evening) to discuss your child’s needs, support and progress.
- For further information the SENDCo is available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The progress of children with SEND is reported to the Governors. Reports do not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets with the SENCo.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

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

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level for each child so that all children are able to access the curriculum according to their specific needs.
- In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes. These include ability groups, skills based groups, paired work, individual work, pupil choice and whole class groups.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they could have an Individual structured conversation Plan or a group plan. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. Teachers set targets in consultation with the child (where appropriate) and parent/carer. Progress is discussed at least three times a year, either at parents evening or at specifically arranged meetings.
- Children supported by external agencies (Educational psychology, speech therapy, behaviour support) might have additional review meetings throughout the year. An Early Help record and plan might also be used, particularly for children with very complex needs, involving multi-agencies, where the pupil is at risk of exclusion or where social, health or family factors contribute to difficulties. In this situation regular meetings through the Team Around the Child (TAC) process will then offer a support network for SEND parents/carers where required.
- If your child has complex SEND they may have an Education Health and Care plan which means that a formal meeting will take place to discuss your child's progress and a report will be written.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING

- Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessments (against National Curriculum descriptors) and test results. Standardised tests in reading and spelling may also be used.
- As a school, we track children's progress using our data tracking system, target tracker.
- Children who are not making expected progress are picked up through pupil progress meetings that are held termly. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's group or individual targets are reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

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

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.
- There is dedicated member of staff who is timetabled to support vulnerable children and parents during the school day.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES

- The school has a policy regarding the administration and managing of medicines on the school site.
- If a pupil has a specific medical need then a specialist member of staff would liaise with the school nurse, parents and any other professionals involved. If necessary a health care plan would be written to ensure the child's health needs are met.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE

- The school promotes an environment where everyone feels happy, safe and secure. Our behaviour policy is on our website.

- The Good to be Green system is used throughout the school to promote and encourage outstanding behaviour. There is a set system for rewards and sanctions/consequences each term.
- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school
- If a child has ongoing difficulties with their behaviour the class teacher can liaise with the SENDCO, Deputy Head, Head teacher and external agencies, as necessary, to support and guide the progress of each child.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. An Educational welfare officer will become involved if there ongoing issues with attendance.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have Individual Education Plans discuss and set their targets with their class teacher.
- If your child has an Education, Health and Care plan their views will be sought before any review meetings.

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

- Our SENDCo is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, health visitors, clinical psychologist, paediatricians, speech & language therapists, occupational therapists, social services including - Locality Teams, social workers and Educational Psychologists and specialist teachers for children who have specific learning difficulties and hearing impairment.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- Individual TAs working with children with specific SEN receive available up to date training from specialised advisory services.
- We have a member of staff trained in delivering a range of specialist interventions to meet the social, emotional and behavioural needs of individual children.
- Another member of staff has had training in delivering Speech & Language programmes from Speech & Language therapists.
- We have some members of staff trained in signalong.
- We have received training and support visits from the advisory teachers from the Swindon dyslexia -specific learning difficulties service.
- All our TAs have had training in delivering reading and spelling/phonic programmes, some for specific literacy difficulties.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. Working together with parents and other professionals we will aim to provide the necessary support to ensure that this is successful. If it is necessary to provide 1:1 support then a parent/carer may be asked to accompany their child on the trip.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with disabled toilets large enough to accommodate changing.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will meet their teacher and be shown around the school.
- For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, Commonweal they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an Education, health and care plan review will be used as a transition meeting during which we will invite staff from both schools to attend.

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

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.

- We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support.

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

- Verbal feedback from the teacher, parent and pupil. The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on Individual plans and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- The rate of progress for the child is in line with the progress of SEN children nationally.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Butcher our SENCo.
- Look at the SEN policy on our website.
- Contact The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin office to arrange to meet the Head teacher Mrs Lowe or the SENCO, Mrs Butcher, who would willingly discuss how the school could meet your child's needs.