



## Special Needs Report September 2018

At Amesbury CE Primary School we aim to make provision for all children with additional educational or physical needs (Special Educational Needs and Disabilities - SEND) and/ or health needs. Currently we meet the needs of children with a variety of additional educational needs including children with ASD (Autistic Spectrum Disorder), children with ADHD (Attention deficit hyperactivity disorder), children with medical needs such as Diabetes, Anaphylaxis, hearing and speech impairments and children with SEMH ( social, emotional , mental health needs).

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

Some of these needs are identified before your child starts school. If this is the case, then the school will liaise closely with the pre-school setting, the Local Authority and the necessary medical professionals. Other children with SEN and/or medical needs generally come to the attention of the class teacher once they start school. Class teachers, supported by subject leaders, the senior leadership team and the SENCos make regular assessments of pupils' progress. If there are concerns, they will be identified and acted upon. A class teacher who has concerns will discuss the child with the SENCos.

Children with persistent difficulties are placed on the SEN register and a 'My Support Plan' is developed. This document, along with a 'One Page Profile' of the child, details the child's strengths and interests as well as describing the additional needs they have and gives details of the plan to best support them. Statutory assessment is generally used where a child has ceased to make progress despite SEN intervention programmes or who has an identified medical need or specific syndrome. If the school feel this is appropriate then it will submit the child's 'My Support Plan' to the Local Authority for assessment. If the Local Authority agree the 'My Support Plan' will become a statutory 'My Plan'. This is known nationally as an 'Education, Health and Care Plan' (EHCP). This process is done in conjunction with the child's family to paint a holistic picture of the child at home and at school.

### How will I raise concerns if I need to?

Initially, staff will consult with parents and keep them informed. However, if you feel your child is not doing as well as they should be or if they have been recently diagnosed with a particular medical need then talk to us. Firstly, talk to the SENCo, Mrs Leeman or, in her absence the Deputy SENCo, Miss Holden. You can also bring up your concerns with the class teacher. We aim to build 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 SENCo and Deputy SENCo oversee 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 (TA) 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. The Headteacher tracks the progress of every child and holds staff accountable when children do not make expected progress.

### Who will explain this to me?

The class teacher will meet with parents at least 3 times per year (this could be as part of Parents' evening) to discuss your child's needs, support and progress. At these meetings, your child's 'My Support Plan' will be discussed and parents will be invited to contribute to the document. Class teachers will also discuss any intervention programmes that your child might be accessing. For further information, the SENCo and the Deputy SENCo are available to discuss support in more detail. The Headteacher can also discuss data, progress and attainment.

## **How are the Governors involved and what are their responsibilities?**

One of the Governors is responsible for SEND, Mrs Jan Swindlehurst, and meets regularly with the SENCos. They also report to the Governors at each full Governing Body Meeting to keep all informed. Governors are kept informed of the progress of all children during Teaching, Learning & Achievement committee meetings and this is then fed back to the full Governing Body. The Governors also receive reports on how PPG (Pupil Premium Grant) is spent to support the learning of specific groups of children and they receive reports on the progress of identified groups of children.

If a parent/carer has a concern regarding SEND they should, in the first instance, take this up with the class teacher and, if necessary, follow up with the SENCo (Mrs Leeman) or Deputy SENCo (Miss Holden). If, after pursuing both of these routes concerns remain, they should write to the Chair of Governors, passing the letter to the School Office for the attention of Mrs Elizabeth Bagg.

## **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 learning within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be five different levels of work set for the class. However, on occasions, this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Some children will have TA or Teacher support within class or will work individually or with a small group with the Deputy SENCo.

## **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, the SENCo or Deputy SENCo to 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. We operate a home/school contact book, which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed. If your child is on the SEND register, they will have a 'One Page Profile' and a 'My Support Plan', which will have individual/group targets. This is discussed three times per year and parents are given a copy of these documents. 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. If your child has complex SEND they may have a CAF or an Education, Health and Care Plan (EHCP), which means that formal meetings 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?**

At Amesbury, we measure children's progress and attainment in learning against national expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We have three main assessment points during the year (October, February and July) when standardised testing takes place. However, all children are assessed at the end of each lesson or series of lessons to inform future planning. As a school, we track children's progress from entry at FS2 through to Year 6, using a variety of different methods including the use of 'Classroom Monitor', which tracks children against National Curriculum statements and tests which give Reading and Spelling ages and times tables results. We also use pre-assessment tasks to elicit children's prior knowledge and understanding in order to plan appropriately. Children who are not making expected progress are picked up through Progress Review meetings with the Class teacher and Headteacher. 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. If your child is discussed at one of these meetings, you will be informed. When the child's 'My Support Plan' is 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, and 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 wellbeing?**

#### **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 SENCos for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. The school also has TAs who are trained in ELSA (Emotional Literacy Support Assistant) and who work with vulnerable children under the direction of the SENCo. Our Nurture Teacher and counsellors work with vulnerable children and supports parents who are in crisis. Our school-funded Nurture centre supports children who need additional support with their social, emotional, mental health needs.

### **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. Parents need to contact the class teacher or school office if medication is recommended by Health Professionals to be taken during the school day. Our policy states that we can only administer antibiotics if they are required four times a day. We do not administer over the counter medicines. Parents are more than welcome to come into school to administer these. On a day-to-day basis, the office staff generally oversee the administration of any medicines. As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations. Information is also displayed in the staff room and in the class planning file, so all adults who come into contact with children requiring medication are aware of their needs.

### **What support is there for behaviour, avoiding exclusion and increasing attendance? What support is there for behaviour, avoiding exclusion and increasing attendance?**

As a school we have a very positive approach to all types of behaviour with a clear reward system (Good to be Green, introduced in September 2018) that is followed by all staff and pupils. If a child has behavioural difficulties, we identify the specific issues and put relevant support in place and set targets. Through our Good to be Green Behaviour System children start each day with a Green card. After any behaviour incident a child is given a Yellow card (Warning), Red cards (Consequence) are given for any form of verbal or physical abuse. If Red cards are given, then the child is sent to see the Headteacher, Deputy Headteacher or the SENCo to discuss their behaviour and they are given time to reflect on what they have done. We use the language of 'good or poor choice'. Children are given the opportunity to earn their Green cards back and each child starts each new session on Green. The allocation of cards is recorded and the Deputy Head monitors these records termly. Through these records it is possible to track when a child's behaviour is an issue and then we are able to put in support and help the child to see what they need to do differently next time to change and improve their behaviour. We have a zero tolerance approach to bullying and incidents that are reported to staff will be dealt with immediately with the support of the parents of children involved.

### **Attendance**

Attendance of every child is monitored on a weekly basis by the attendance officer, Mrs Dudgeon, with the support of the SENCo. Lateness and absence are recorded and reported to the Headteacher. Attendance at Amesbury Primary School is above the national expected level.

### **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. This is run by Mrs Burgess and children play an active role in this forum.

Children who have 'My Support Plans' discuss and set their targets with their class teacher and parents. All our children will have 'One Page Profiles' where they are able to say what works for them and how we can best support them for the forthcoming academic year.

There are worry boxes in every class which are regularly checked by the class teacher and acted upon.

If your child has a CAF (Common Assessment Framework) or Statutory My Plan (Education, Health and Care Plan) their views will be sought before any review meetings including TAC (Team Around the Child) meetings.

### **What specialist services and expertise are available at or accessed by the school?**

At Amesbury 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, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists. We also work with Play Therapists. We have termly planning meetings with the Local Authority where children are discussed with professionals and support and assessments are put in place.

### **What training have the staff supporting children with SEND had, or currently having?**

We have members of staff who have had ELSA training (Emotional Literacy Support Assistant), have supported parents during the SWAPP programmes (Support in Wiltshire: Autism Parent Programme) and training in delivering Speech & Language programmes from Speech & Language therapists. A number of teachers are Team Teach trained to support children with behavioural difficulties. Mrs Leeman (SENCo) has considerable experience of working with children on the autistic spectrum.

### **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. We will provide the necessary support to ensure that this is successful. 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 which will cover the same curriculum areas will be provided in school.

### **How will the school prepare and support my child when joining the school and transferring to a new school?**

We encourage all new children to visit the school prior to starting when they will meet their 'buddy' and will be shown around the school. For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. If possible, we would also visit them in their current school or pre-school settings. We write social stories for children if transition is potentially going to be difficult and provide books showing pictures of their teachers, TAs and places within their classroom and school such as the cloakrooms and the dinner hall that they will visit.

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, The Stonehenge School, 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 and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, then a TAC meeting (Team Around the Child) or EHCP 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 SEND needs?**

We ensure that all children who have Additional Needs are provided for to the best of the school's ability with the funds available. We have a team of TAs who 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 often involving a TA.

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

The class teacher, alongside the SENCo, will discuss your 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 outcomes. This will be through on-going discussions with parents.

### **How do we know if it has had an impact?**

- By reviewing the children's targets on their 'My Support Plan' and ensuring they are being met.
- Your child is making progress academically against national/age expected outcomes and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent, pupil, SENCo or Assessment Leader (Headteacher).
- 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 Leeman (SENCo) , Miss Holden (Deputy SENCo) or Mrs Hall (Headteacher).

Look at the SEN policy on our website.

### **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 SENCo Mrs Leeman or the Deputy SENCo Miss Holden, who would willingly discuss how the school could meet your child's needs and what the next steps would be.