



SHARNEYFORD PRIMARY SCHOOL

SEN Information Report

Our vision

By working in partnership through innovation, creativity and challenge our children will become successful motivated citizens who are equipped to face the challenges of the future.

We are a primary school admitting pupils aged 4 to 11 years old.

Our Ofsted rating is 'Good' and our most recent inspection was in June 2022.

How does our school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- Children performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies, e.g. Educational Psychology Service
- Liaison with previous school or setting, if applicable

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact Andrea Holt, SENCo/Head Teacher.

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.

Who will explain my child's needs and progress to me?

- The class teacher will meet parents on a regular basis to discuss your child's needs, support and progress.

- For further information, Andrea Holt (SENCo) will be available to discuss support in more detail.

How will school support my child?

- Our SENCo oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The SENCo will use a provision map to set the support your child is receiving and evaluate the success of any interventions.
- Some children are given an Individual Pupil Plan with specific targets.

There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary.

How are the Governors involved and what are their responsibilities?

- The Head Teacher reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- Our governor, Mrs Alicia Campbell Astbury, is responsible for special educational needs and meets regularly with the Head Teacher/SENCo.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be different levels of work set for the class, however on occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How are the school's resources allocated and matched to children's special educational needs?

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or 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?

- The class teacher and SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- By reviewing children's targets termly on their Individual Pupil Plans and ensuring they are being met.
- The child is making progress academically against national/age expected standards, discussed at Pupil Progress meetings with the Head Teacher and Class teacher.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the special educational needs register when they have made sufficient progress.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at parent's evenings.
- You are also welcome to make an appointment at any time to meet with either the class teacher or SENCo and discuss how your child is getting on.

How will you help me to support my child's learning?

- The class teacher can offer advice and practical ways that you can help your child at home.
- The class teacher will provide a home/school communication book (if deemed necessary) which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have an Individual Pupil Plan (IPP) which will have individual targets. 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 special educational needs or a disability they may have a Statement of Special Educational Needs or an Education Health Care

Plan (ECHP) which means that a formal meeting will take place annually to review your child's progress.

- Recommendations from external agencies, e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

How do we measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission right through to Year 6, using a variety of methods, including National Curriculum standards and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's IPP is reviewed, comments are made against each target to show what progress has been 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 that the child does make progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

- The rear yard is staffed with a teacher who greets and welcomes pupils and their families each morning. This ensures a smooth transition between home and school each morning.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the office if medication is recommended by health professionals to be taken during the school day.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

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

- We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by our office manager. Lateness and absence are recorded and reported to the Head Teacher and Governing body.
- Good class attendance is rewarded through a special mention in assemblies and a trophy is given to the class with best attendance.
- After any serious behaviour incidents, we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and that the child needs to do differently next time to change and improve their behaviour.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.
- Children who have Individual Pupil Plans (IPP) discuss their targets with their class teacher.
- If your child has an Education Health Care Plan (EHP) their views will be sought at the review stage.

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

- The SENCo has the National Award for Special Needs Co-ordinator qualification.
- We work closely with any external agencies that we feel are relevant to individual children's needs within our school.

What training have the staff had to help to support children with special educational needs?

- All of our teaching assistants have had training in our reading, writing and phonics programmes.
- All of our teaching assistants have had training in 'Talk Boost', our main speech and language programme.
- We have a member of staff who has had training in delivering Speech and Language programmes planned by a Speech & Language therapist.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and 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?

- See our local offer for more detail.

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

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability, we may facilitate a phased transition to help your child acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We may write social stories with children to help explain and prepare for any major transitions.
- When children are preparing to leave for secondary school, we arrange visits for them.
- 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 an EHCP and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents involved in school life?

- Parents are welcome to help out as volunteers, for example, listening to readers.
- For children with special needs or a disability, parents may be invited to help support their child on a school trip.
- Parents are also invited to Friday celebration assemblies and musical concerts during the year.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet the SENCo.
- Look at our Special Education Needs policy on our website.
- We can refer you to particular outside agencies.

Who should I contact if I am considering whether my child should join the school?

- Contact Andrea Holt on 01706 873955 to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you can contact the Head Teacher/SENCo, Andrea Holt to discuss how the school could meet your child's needs.

Reviewed March 2023