

Shackleton Primary School
SEND Information Report 2018-2019

1. Who are the best people to talk to in Shackleton Primary School about my child's difficulties with learning/SEND?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering the differentiated curriculum for your child in class as necessary.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO Mrs McKinney is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are:
 - i) involved in supporting your child's learning.
 - i) kept informed about the support your child is getting.
 - ii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

2. What are the different types of support available for children with SEND in our school?

We are a mainstream primary school providing support for pupils with SEND for whom mainstream education is appropriate.

Quality First Teaching (Subject teacher input, via excellent targeted classroom teaching).

For your child this means:

- Teachers have the highest possible expectations for your child and all pupils in their class. If a Learning Support Assistant is in the lesson, their support is targeted to ensure that learning is moved on. They do not complete tasks for pupils.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

- This could be for reading comprehension, numeracy or spelling.
- It could be run by a teacher, Learning Support Assistant or another adult.

Specialist professional

What could happen:

- You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help you and the school to understand your child's needs better and so support them more effectively.
- The specialist professional may work directly with your child. They may make recommendations which may be implemented by staff working with your child.

Specified Individual support - Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

This type of support is for children whose learning needs are severe, complex and lifelong.

- The Statement or EHCP will outline the outcomes expected and may state the number of hours of individual/small group support your child will receive from the LA. How the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with a whole class learning, run individual programs or run small groups including your child.

The EHCP may not specify hours but give a banding which allows the school to provide support for your child to meet the outcomes specified. This may not be an LSA but could be equipment or support from outside agencies or therapies.

3. How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you have concerns that your child has an unmet special educational need after speaking to the class teacher, please make an appointment to speak to the school SENCO, Mrs McKinney.

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have.
- plan any additional support your child may receive.
- discuss with you any referrals to outside professionals to support your child's learning.

This might take place at a parent's evening or at a planned meeting.

The SENCO may ask you to complete an EHA (Early Help Assessment) form to establish what support would be suitable.

5. How is extra support allocated to children and how do they move between the different levels?

The school budget, received from the Trust, includes money for supporting children with SEND. The Trust decides on the budget allocation for special educational needs and disabilities in consultation with the Trustees, on the basis of needs in the school. The head teacher and the SENCO discuss all the information they have about SEND in the school, including:

- the pupils getting extra support already.
- the pupils needing extra support.
- the pupils who have been identified as not making as much progress as would be expected.

All resources/training and support are reviewed regularly and changes made as needed.

6. Who are the people other than teachers providing services to children with SEND in this school?

Directly funded by the school:

- Family Support Worker.
- Qualified Teachers and Learning Support Assistants.
- Educational Psychologist.

Paid for centrally by the Local Authorities, but delivered in school as appropriate to need:

- Advisory Teacher for Visually Impaired.
- Advisory Teacher for Hearing Impaired.
- Advisory Teacher for Autism.
- Speech and Language therapist (via referral or EHA).
- Outreach Behaviour Support Team via Greys (via referral or EHA).
- Play Therapy - Families First Bedfordshire (via referral or EHA).
- Counselling - Chums (via referral or EHA).

7. How are the teachers in school helped to work with children with SEND and what training do they have?

Teachers are supported through:

- Planning and guidance from the SENDCO.
- Whole school training plan for all staff to improve the teaching and learning of children including those with SEND.
- Whole school training on SEND issues such as ASD and speech and language difficulties.
- Advice from external advisors.
- Internal and external training course for individual teachers and support staff that are relevant to the needs of specific children in their class.

8. How will the teaching be adapted for my child with SEND?

Teaching may be adapted in several ways:

- Lessons planned according to the specific needs of all groups of pupils in a class to ensure that your child's needs are met.
- Planning adapted where necessary to support the learning needs of your child.

- Specific resources and strategies used (where appropriate) to support your child individually and in groups.
- Teachers and other adults in the classroom work together to give targeted support needed according to your child's needs.
- Staff given termly updates of pupil needs with strategies via independent pupil profiles and pupil passports.

9. How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher as well as the SENCO through:

- Teacher half termly reviews with the Senior Leadership Team.
- Half termly report home.
- Review of your child's "One Plan" with your involvement, once a term and the plan for the next term made.
- A formal annual review of EHCPs with all adults involved with the child's education.

10. What support do we have for you as a parent of a child with SEND?

At Shackleton we aim to support you in the best way possible. This may be in any of the following ways;

- Daily opportunities with class teachers to highlight any concerns you may have regarding your child's progress.
- A meeting with an appropriate member of the school's leadership team.
- A meeting with the SENDCO to highlight any concerns.
- Support from the SENDCO to discuss reports from outside professionals.
- Target Setting.
- Learning and behaviour support strategies.
- A home/school contact book.
- Parents' evenings.
- Supporting your access to other parent support groups provided by The SEND Advice Service at Bedford Borough or charities.
- Access to various Parent courses.

11. What support is there for my child's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. The staff believe that pupils having high self-esteem is crucial to a pupil's well-being. The class teacher has responsibility for every child in their class therefore this is the parents' first point of contact. The Senior Leadership Team will also offer pupils guidance and help. If further support is required, the class teacher liaises with the SENDCO and the appropriate member of the senior leadership team for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, CAMHS, and/or specialist educational services.

12. How is Shackleton Primary School accessible to children with SEND

The school has the following in place:

- Ramps and lifts to ensure the building is accessible to children with a physical disability.
- Disabled parking bays in the car park.
- Disabled toilets in all buildings.
- Teaching resources and equipment to ensure accessibility for children.
- School trips made accessible for all, with extra support provided if needed.

13. How will we support your child when they are joining or leaving this school? OR moving on to another class/year?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining our school we will:

- Contact the prior schools SENDCO and ensure that we know about any special arrangements or support that needs to be made for your child

If your child is moving to another school we will:

- Contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child
- Make sure that all records about your child are passed on as soon as possible

When moving years in school:

- Information will be passed on to the new subject teachers in advance
- Class teacher will meet with the SENDCO

Transition from KS2 to KS3:

- Support with applying for the Secondary School of your choice

- The class teacher and the SENCO will visit your child's secondary school or vice versa

14. 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 'Shackleton Voice' which has an open forum for any issues or viewpoints to be raised. Pupils on SEND Support, or who have EHCPs, discuss and set their targets with the SENDCO and parents/carers. This information is collated in the "One Plan" and in the classroom friendly format of the Child's Passport. At the start and end of certain interventions children will fill in a questionnaire giving their views.

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

All pupils are included in all parts of the school curriculum and we aim for all pupils 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 pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

16. How are the school's resources allocated and matched to children's SEND needs?

We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available. We have a team of Learning Support Assistants who are funded from the SEND budget who support in class 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 high level and complex needs are given the most support .

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

Our SENDCO is currently taking the National Award for SEN Coordination and is part of the senior leadership team.

Heart Academies Trust Senior Learning Consultant – Inclusion is a fully qualified SENDCO.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASD; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services and social workers.

Learning Support Assistants are all trained or in training to at least Level 3

Learning Support Assistants have had training in delivering Read Write Inc.

Learning Support Assistants and teachers have had SEND awareness training.

There is an on-going professional development programme throughout the school year which address all areas of SEND in the school. We take safeguarding seriously and staff have had all relevant training.