

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The SENDCo

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

What are the different types of support available for children with SEND in Ellesmere Primary School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school should be getting this as a part of excellent classroom practice when needed.

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 are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher

If you are still not happy you can speak to the school SEND Governor Mr Simon Knox.

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

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

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

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

- The school budget, received from central government, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and Deputy Headteacher discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

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

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

- One full time Learning Mentor, Mrs Susan Powell
 - Learning Support Advisory Teacher- Woodlands Outreach Services
 - Additional Speech and Language Therapy input to provide a higher level of service to the school.
 - Spectra- ASD Practitioner (Val Jones & Anna Granger)
 - Behaviour Support- Andrea Burden
 - Educational Psychology Service- Non-Core
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- Educational Psychology Service
 - Sensory Service for children with visual or hearing needs
 - Speech and Language Therapy

Provided and paid for by the Health Service, but delivered in school:

- School Nurse
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy

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

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Specific SEND training for all Teaching Assistants delivered half termly.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg from the ASD Outreach service.

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

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at WAVE 3 will have a group or individual plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a Statement/ Education Health Care Plan (EHCP) of SEND is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual and Group Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Ellesmere Primary School accessible to children with SEND?

- The main school building is accessible to children with physical disability via ramps. An electronic ramp is available to access the Key Stage 2 corridors.
- A disabled toilet is accessible to all pupils/ adults.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.

Extra-curricular activities are accessible for children with SEND

How will we support your child when they are leaving this school? OR moving on to another class?

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 moving child to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All education plans will be shared with the new teacher.
 - Our Learning Mentor, Mrs Susan Powell leads transition meetings for all pupils who teachers feel need additional support with transition arrangements. This intervention program ensures all pupils feel safe, secure and are supported when changes classes.