



SEND INFORMATION REPORT 2018-2019

(Special Educational Needs and Disability (SEND) Information Report)

Shirley Warren Primary and Nursery School

We will strive for excellence in relationships and achievements.

We value the rights of the child, each child as an individual, each adult and the expertise that they bring to the school and a wide and varied learning culture.

What kinds of special needs are provided for in this school?

At Shirley Warren Primary and Nursery School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

As a Rights Respecting School, Shirley Warren Primary and Nursery School's SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

How will my child be welcomed into the school?

How will my child be supported to be part of the school?

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and/or Disability, whatever those needs may be so, that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem. Please view details of admission procedure into our school.

<http://www.shirleywarren.co.uk/page/?title=Admissions&pid=92>

Where can I find out about what is available locally for me, my family or my child?

Southampton Local Authority has published its own Local Offer which can be accessed by the link below.
<http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

SENCo's: Becky Dinnage and Emma

Carrington-Gray

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 Therapist, Educational Psychologist, 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 detailed 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.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision

Who is involved?

Class Teachers

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCo as necessary.
- Writing children's Pupil Passports and keeping them up to date.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so your child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head, Deputy Head and Acting Assistant Headteachers: Alison Mann, Debbie Harrison, Vicki Holland and Jess Lott.

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: Mrs Spicer

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

A Teaching Assistant (TA) may be allocated to some pupils with SEN and or disabilities

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.

Of course, as a school we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.

What additional support is there for my child?

Emotional Literacy Support Assistants - Joanne Oliver, Leanne Croissant, Michelle Allen, Donna Bisson and Penny Rodgers.

Our trained ELSA's provide support to children who may experience emotional difficulties.

Boxall Nurture Group –Andrea Bedwell and Sarah King

Our Nurture Group provides more sustained support for children who are experiencing emotional barriers to learning.

SALSA- Speech and Language Support Assistant. – Keziah Hones

We commission weekly support from this service to support children with Speech and Language needs.

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task.

How will teaching be adapted to meet the needs of my child?

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

What extra-curricular activities can my child participate in?

How will my child be involved in their own learning?

Children are involved every day in their own learning.

Children can be involved in the marking of their own and their classmates work.

The children are encouraged to talk about their learning in pairs and small groups.

Children's targets are discussed with them and they take ownership of them.

All SEND children will have their tests needs met by determining which access arrangements best suit the needs of your child.

This may include:

- Different test room
- Additional time
- Having a scribe
- The use of a computer

How will my child manage tests?

How accessible is your school?

- The school building is housed in a large two storey 1930's building; however the ground floor is accessible. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads are readily available.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.

What skills do the staff have to meet my child's needs?

- The SENCo's job is to support the class teacher in planning for children with SEND. The Headteacher has the National Special Educational Needs Co-ordinator qualification and the SENCo (Becky Dinnage) has recently achieved the award.
- The school has a school continuous development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. We have two Higher Level Teaching Assistants who are trained to run our Boxall Nurture Group and five fully trained Emotional Literacy Support Assistants.

How is behaviour managed?

Behaviour in school is based upon respecting others and their rights, motivation, self-esteem. Children must know what is expected of them, and why. They must be able to see good models of behaviour from all adults. To this end, the staff at school have agreed a common approach, working together to ensure good relationships between members of the school community. The approach is based on reward and reinforcement of good behaviour and attitudes. Children with additional needs may be supported by individual behaviour plans.

How will I know how my child is doing?

At Shirley Warren Primary and Nursery School your child's progress is continually monitored by their class teacher, SENCo and the Leadership Team.

- Their progress is reviewed every half term against the expected outcomes for their year group. If your child is in Year 1 and above, but is not yet attaining the expected outcome, a more sensitive assessment tool may be used which shows their attainment in more detail and will also show smaller but significant steps of progress. This assessment is called 'P levels'.
- 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 they are the results that are published nationally.
- Children on the School SEND register will have a Pupil Passport. This has targets set for your child and will be reviewed every term. You will be invited to attend a meeting in order for us to review and set new targets together.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Leadership Team and SENCo will also check that your child is making good progress with any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Communication book or home school reader books
 - Parents evenings
 - Additional meetings as required
 - Reports

What happens if I am worried about my child?

If you tell us you think your child has a SEND, we will discuss this with you and investigate – we will share with you what we find and agree with you what we will do next and what you can do to help your child.

**How do you identify children who may have special needs?
How do I get to know if my child has SEND?**

If children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting. If our staff think that your child has a SEND we will observe them; we will assess their understanding of what we are doing in school and use assessments to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.

What happens if my child does have SEND?

The school will follow a graduated approach to your child's learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

Support for children with identified special needs starting at this school:

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- The SENCo and/or your child's key worker may make a home visit or visit your child if they are attending another provision.
- We may suggest adaptations to the settling in period to help your child to settle more easily.

How will it work?

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise.
- A group or individual work with outside professional.
- Further assessment with other professionals when and if appropriate.

If you or the school believe that your child needs more support than the current provision set in place either you or the school can request that the Local Authority consider an Education Health Care assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to consider an assessment for an Education Health Care Plan. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and 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.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programs like:

- Speech and Language Therapy
- Nurture groups through pastoral care

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.

What if I think my child needs more help than the school can provide?

What if the Local Authority says no?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The school budget, received from Southampton Local Authority, 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 the SENCo 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
 - Deciding what resources, training and support is needed.
- All resources, training and support are reviewed regularly and changes made as needed.

How will the school fund the support needed for my child?

How will the school help my child to manage the transitions into the school, into a new class or on to a different school?

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 to another school:
 - We will contact the school SENCo and ensure that they know about any special arrangements or support that need to be made for your child. This may include extra support and visits.
 - 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 Pupil Passports will be shared with the new teacher.
 - Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
 - Books can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
- When moving into Shirley Warren Nursery and Primary School during the academic year:
 - We will meet with you and your child to discuss their needs and decide how to best transition into our school.
 - We will liaise with previous school SENCo to discuss the provision and obtain records from external agencies.
 - Organise a meeting six weeks after starting to discuss the transition and ongoing support.
- In Year 6:
 - We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
 - The SENCo and class teacher will meet with the SENCo of their secondary school to share information.
 - Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
 - Secondary School support workers are invited into school.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Where can I or my child get further help, information and support?

There are a number of local and national services designed to support parents and carers on many SEND areas. Here is a link for the Information Advice and Support Services Network:-

<https://www.southamptonsendiass.info/>

Information Advice and Support Services Network

The main aim of the IAS Service is to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care. They are free, impartial and confidential services. They provide a broad range of factual and impartial information about SEN and disability including:

- personalisation and Personal Budgets
- advice for children, young people and parents on gathering, understanding and interpreting information and applying it to their own situation
- help in filling in forms and writing letters/reports
- support on exclusions
- support in resolving disagreements, including mediation and tribunals
- signposting to local or national sources of advice, information and support
- links to local parent support groups and forums

<https://www.southamptonseidass.info/>

If you need further information please do not hesitate in contacting a member of the Senior Leadership Team or the school SENCo on 02380 773975.

How do I complain if I am not happy with what is happening for my child?

Depending on the nature of the concern, you may wish, or be asked to, follow the schools formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of Shirley Warren Primary and Nursery School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

If you have any further questions then contact the school and we will be more than happy to help you.

Tel: 02380 773975

Email: info@shirleywarren.co.uk