

Clapham Terrace Primary School Parents' Information Report

SEND information Report September 2019/2020

Introduction

All Warwickshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported, wherever possible, to be inclusive, with the needs of pupils with special educational needs and disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

The 'Children and Families Bill became enacted in September 2014'. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Your Child has Special Educational Needs. What can we at Clapham Terrace Primary School offer you?

At Clapham Terrace Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

Who are best people to talk to about my child's difficulties SEND?

The class teacher

Responsible for

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Inclusion Manager know as necessary.

Writing Pupil Progress targets/Personal Learning Plans (PLPs) based on the smaller steps for learning and sharing.

Personalised teaching and learning for your child as identified on the school's provision map.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Inclusion Manager: Mrs A Clarkson

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 parents/carers are

i) involved in supporting their child's learning

ii) kept informed about the support their child is getting

iii) 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.

The Head teacher: Mrs J Miles

Responsible for

The day-to-day management of all aspects of the school; this includes the support for children with SEND.

The Head teacher will give responsibility to the Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met.

The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Phil Robbins

Responsible for

Making sure that the necessary support is given for any child with SEND who attends the school.

What are the different types of support available for children with SEND at Clapham Terrace Primary School?

a) Class teacher input, via excellent targeted classroom teaching (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 built on what your child already knows, can do and can understand.

That 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.

That specific strategies (which may be suggested by the Inclusion Manager) 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 a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

Run in the classroom or a group room.

Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEND Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

Local Authority central services, such as the IDS (Integrated Disability Service), EIS (Early Intervention Service) or Sensory Service (for students with a hearing or visual need).

Outside agencies such as the Education Psychology Service (EPS).

What could happen:

You may 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 you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as IDS, STS, EP Services, CAMHS
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (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 need a statutory assessment. 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 current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support 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 Statement or EHC Plan will outline the number of hours of individual/small group 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.

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

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Inclusion Manager.

The school SEN Governor can also be contacted for support.

How will the school let me know if they have concerns about my child's progress 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 need.

□ Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated to children, and how do they progress in their learning?

The school budget, received from Warwickshire LA, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the Inclusion Manager 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.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing Services within school for children with SEND?

School provision

Teachers responsible for teaching SEN groups/individuals.

Teaching Assistants and HLTAs mainly working in focus Group Rooms with either individual children or small groups.

ICT support in the form of writing and maths programmes are delivered by teaching assistants during specified ICT lessons and small group or individual sessions, according to need.

Specialist trained teaching Assistants offering support for children with emotional and social development through our Nurture Group.

Local Authority Provision delivered in school

□ IDS / EIS / EMTAS – Now combined STS – Specialist Teaching Service

□ Educational Psychology Service

□ Parent Partnership Service

□ SALT (Speech and Language Therapy)

Health Provision delivered in school

□ Additional Speech and Language Therapy input to provide a higher level of service to the school

□ School Nurse

□ Occupational Therapy

□ Physiotherapy

□ CAMHs

How are the teachers in school supported to work with children with SEND?

The Inclusion Manager's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on

SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff to attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will 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.

Support staff, under the direction of the class teacher, can adapt 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.

What support does Clapham offer to parents of children with 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 that similar strategies can be used. The Inclusion Manager, Anoushka Clarkson, 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.

Personal progress targets PLPs will be reviewed with your involvement every term.

Homework will be adjusted as needed to your child's individual requirements.

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 Clapham Terrace Primary School accessible for children with SEND?

The school is fully compliant with DDA requirements.

The school is on a single-level with easy access and double doors and ramps.

There is one disabled toilets and changing facilities.

We ensure where ever possible 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's emotional and social well development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health end Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer An in-school nurture provision, run by trained teaching assistants. This follows the Nurture Principles and is run three times a week for specific children.

Lunchtime and playtime support through planned activities and groups. If your child still needs extra support, with your permission the Inclusion Manager will access further support through the Early Help process.

The Thrive approach is used within our school, working with children to support optimal social and emotional development. In addition, the approach enables us to work in a targeted way with children who may struggle, to help them re-engage with learning.

<https://warwickshire.gov.uk/contactussendar>