

SEND information for Parents

Name of person to contact: K Burns – Special Educational Needs Co-ordinator (SENDCo)

At Sparkenhoe Community Primary School we believe that each and every child is an individual with unique talents and the ability to excel in all that they do. We believe that with the support from our dedicated staff, our parents/carers and outside agencies all of our children will be able to reach their full potential.

Identification of pupil needs	<p>All the pupils in the school receive quality first teaching. Throughout the year we continuously monitor all pupils' progress against learning objectives and success criteria. Through our monitoring and observations of children's progress, attainment and how they work in different situations; we are able to identify those pupils who are finding it harder to make progress in their learning. The pupil's strengths and areas of development are also taken into consideration. We gather information, assessments and evidence about all areas of children's progress including reading, writing and maths. Pupil Progress Meetings are carried out on a termly basis between the class teachers and the senior leaders to assess which children progress according to expected levels and which children may be falling behind. All this information is used to decide on appropriate interventions to match each pupil's needs where appropriate. Having assessed the impact of interventions, if the pupil isn't making the progress we would expect, we would consider the possibility of them having a Special Educational Needs (SEND) difficulty.</p> <p>As a school we comply with statutory guidance when it comes to supporting our children in class. We are mindful of the SEND Code of Practice (2015), which has been incorporated in our updated SEND Policy (January 2017).</p> <p>The SEND Code of Practice (2015) states that a child has a special educational need if they:</p> <ul style="list-style-type: none">(a) have a significantly greater difficulty in learning than the majority of others of the same age; <p>or</p> <ul style="list-style-type: none">(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or Mainstream post 16 institutions.
-------------------------------	--

	<p>At Sparkenhoe Community Primary School the health and safety, safeguarding and promoting the welfare of all children is of paramount importance. If your son or daughter meets the criteria, which is detailed in the statutory guidance, we will meet with you to discuss putting them on our Special Educational Needs Register.</p> <p>This means that their progress and needs will be monitored more closely by the class teacher and we will consider which other methods of support will match their needs. Children with a specific educational need will initially be monitored by the class teacher with support from the SENDCo. If the pupil has significant difficulties in one or more areas, then with parental agreement, they will be placed on the SEND Register and supported through appropriate targeted interventions. We will closely monitor their progress and additional ways to support them may be considered e.g. enlisting the support of outside agencies. We will invite the parents/carers to termly meetings to review their child's progress and set new targets.</p>
If you are concerned about your child.	<p>If you are concerned about your child's progress you should, initially, contact their class teacher, who will be able to discuss your concerns. The teacher will consider how best to address any concerns at school. They will also advise you about what you could do at home to help. The class teacher might also speak with our SENDCo, who may in turn make suggestions or approach specialist support services if necessary.</p>
Types of support provided.	<p>The DfE gives schools guidance on a range of different types of support which would be beneficial to pupils. These include; small group work, visual timetables, alternative resources, pre teaching of language or concepts, paired work, 1:1 support by a named adult and practical experiences, matching the learning styles of pupils.</p> <p>We use a range of interventions to address specific areas of need and at different stages of children's development. The interventions we use have been subject to educational research and have been shown to have a positive impact on children's learning and the support can take place in or out of class depending on the needs of the pupils. All staff at Sparkenhoe Community Primary School work towards supporting and ensuring all pupils feel safe, listened to and supported at all times. A list of the interventions we use is contained within Appendix 1.</p>
Matching the curriculum to	<p>All pupils are individuals who have individual needs and different ways of learning. We endeavour to provide and teach a</p>

a pupil's needs.	curriculum which will meet the needs of all the pupils. The curriculum is designed to motivate and encourage all pupils to learn about and explore their world using appropriate approaches.
Communication	<p>All staff working with pupils observe how they are learning and if they are meeting their learning objectives on a daily basis. The pupils are also formally assessed during the year. Both these informal and formal assessments provide information about whether children are achieving their targets. Those pupils who are identified as having Special Educational Needs have an Individual Education Plan or Pen Portrait plan with differentiated specific targets. The IEP targets will be reviewed three times a year and discussed at review meetings between the class teacher and parents/carers in the presence of, or with guidance from the SENDCo. Where a child has a statement of Special Educational Needs / Education Health Care Plan an annual review will be held to discuss the child's needs. The reviews are held every 6 months for Foundation Stage children. Parents/carers may receive day to day informal feedback as well as have an opportunity to discuss their child's progress at parents' evenings. These meetings will also provide opportunities to discuss how parents / carers can help/support each child at home. Parents can, at any time, make an appointment to meet with the class teacher, SENDCo or outside agencies by contacting the school.</p>
Specialist services	<p>The SENDCo holds the TDA funded National Award for SENDCo Coordination and had a diploma in Early Maths Interventions Strategies. We work closely with a range of agencies to advise us, or at times to work directly with, and support pupils at the school. They will support children through observations or assessments during visits to school, or intervention programmes. They will provide advice to both teachers and parents/carers of how to support the child most appropriately. These services can be contacted via the Local Authority's local offer, see the website link at the bottom of this report in Appendix 2.</p> <p>Whether a pupil has support from these agencies depends on their level of need; this is considered in terms of the needs across the school. Specialist agencies do also provide general and specific advice to the SENDCo and staff for those pupils we are concerned about.</p> <p>The main agencies we work with are: Learning, Communication and Interaction Team (LCI)— they offer advice for learning, autism, hearing impairment, vision impairment and speech, language and communication needs (SLCN).</p>

	<p>Early Years Support Team (EYST)</p> <p>Educational Psychology Service</p> <p>Primary School Social, Emotional and Mental Health Team (SEMH)</p> <p>Speech and language therapy service (SALT)</p> <p>Physiotherapy</p> <p>Occupational therapy</p> <p>School nurse service</p> <p>If we require referral to or advice from other agencies we endeavour to obtain it for pupils.</p>
Staff training	<p>Staff receive training on general and specific SEND through our continuing professional development, including areas of SEND as well as annual updates for medical conditions such as asthma, diabetes and anaphylaxis. Individual staff may attend further training which will be focused on the needs of a particular child they are teaching. In addition, staff may receive informal training around the needs of individual or groups of pupils. Both may be supplied by specialist agencies. All cases are looked at individually and our primary concern is to ensure that we meet the individual pupils' needs as well as their safety and the safety of others.</p>
Inclusion	<p>All pupils are given equal opportunities to participate in all activities. All children are offered places on school trips. However, there may be exceptional circumstances under which it is deemed not safe for a pupil to participate in the trip. In these circumstances the school will contact all agencies involved in the care for the pupil and a decision will be taken in the best interests of the pupil, and the safety of the other pupils and staff.</p>
Accessibility of the school	<p>Sparkenhoe Community Primary school has three buildings: Saxby, Gopsall and the Ark Theatre. We make every possible effort to ensure the school buildings are accessible to all pupils. However, parts of the school buildings are old and it isn't possible for all pupils to access all of the classrooms. The upper floor of the Saxby building is accessible by use of a lift, the upper floor of the Gopsall building is not. A disabled toilet is available on the ground floor of each building and upstairs in the Saxby building. The school has an accessibility plan, disability access policy and single equality policy in place.</p>
Transition to other schools and to new classes	<p>We work closely with the agencies involved in the care of pupils new to our school with Special Educational Needs before they start to ensure a smooth and happy transfer. The SENDCo makes every effort to attend review meetings, meets the child and parents, liaises with the agencies; informs school staff of the pupil's needs and puts into place arrangements before a new pupils starts at Sparkenhoe Community Primary School.</p>

	<p>We make every effort to ensure the smooth transfer of our pupils with Special Educational Needs to their next educational placement. The SENDCo works closely with any agencies and the receiving school staff/SENDCo to advice and inform them about the pupil's needs. During the summer term we also put into place activities to support children moving to their new classes.</p>
Allocation of resources	<p>The school closely monitors all the pupils' progress and makes decisions on the best type of support which is needed for the pupil to continue their learning. It may be decided that the child requires specific one-to-one or small group support. Advice from specialist agencies is sought on the interventions and approaches which are used for pupils with Special Educational Needs. The interventions and approaches chosen have been shown by educational research to have a positive impact on pupils' learning.</p> <p>Twice a year (in September and February approximately) a joint planning meeting takes place between the SENDCo and members of these specialist agencies to outline an action plan for the forthcoming 6 months.</p> <p>In addition to working with the above services, the school is able to contact social services bodies, e.g. Early Help, and local voluntary organisations, e.g. VISTA, in order to meet the needs of pupils with special educational needs and to support the families of such pupils.</p>
Support allocation	<p>All children's/young people's individual needs are considered when decisions are made about the best possible support for them. The SENDCo consults with agencies and school staff involved with the child/young person to decide which support, how much support and length of time it may be required. The support is reviewed on a regular basis and modified as required.</p>
Parental involvement	<p>The teachers may informally feedback to parents on a day to day basis and will raise any concerns as and when they may occur. The SENDCo may arrange a meeting to discuss any concerns the school staff, parents or agencies may have. Feedback will also be provided during parents' evenings, through the annual school report and through twice yearly meeting with the SENDCo for pupils who have an EHC. Parents are always welcome to join in and attend all school celebrations, special events and occasions. Parents can, at any time, make an appointment to meet with the class teacher, SENDCo or outside agencies by contacting the school.</p>
More information	<p>The school office will be able to help with any general queries about school admissions. Please do not hesitate to contact your child's class teacher or K Burns, our Special Educational Needs Coordinator (SENDCo), should you wish to discuss any aspect of your child's learning or any information contained in this</p>

	document. The school's governor with responsibility for SEND is Mr Lee Jowett who can be contacted via the school office.
--	---

Appendix 1

We use the following interventions to support children with additional needs:

Cognition and Learning:

Small additional phonics groups

Small additional writing groups

Reading / Inference Training

Small additional maths groups

Small, supported groups for English and Maths

Numbers Count – a year 2 specific programme for those who need 1:1 maths intervention

Precision teaching for individual pupils

Speech Language and Communication Needs:

Play Interaction Programme – for children who have difficulties communicating and interacting with others and those with ASD.

Fun Time – for younger children who find it difficult to engage with others.

Let's Talk – to develop good language and communication skills

Appendix 2

The Leicester City Council Local Authority SEN offer.

<https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/>