



School SEN

Information Report

Sneinton St Stephen's C of E Primary School

September 2017

“All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.”

At Sneinton Primary School, we firmly believe that ALL children have a right to equal access to a broad, balanced and relevant education. We aim to be a school that is inclusive of all pupils for whom placement in a mainstream school is appropriate. We will encourage all pupils to give their best and to reach their potential.

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

At Sneinton, 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.

If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher or Mrs Clark (SENCO) to discuss your concerns.

<p>Does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows: “A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</p> <ul style="list-style-type: none"> a) Has a significantly greater difficulty in learning than the majority of others the same age, or b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.” <p>Where pupils’ progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made. If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher or Mrs Clark (SENCO) to discuss further.</p>
<p>How will staff across the school support my child/young person?</p>	<p>The class teacher: Responsible for...</p> <ul style="list-style-type: none"> • 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

	<p>additional support) and letting the Special Education Needs/Disabilities coordinator (SENCO) know as necessary.</p> <ul style="list-style-type: none"> • Setting individual targets and a provision map for Inclusion and sharing and reviewing these with parents at least once each term in conjunction with the SENCO • Ensuring that the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEN <p>The SENCO: Mrs Clark Responsible for...</p> <ul style="list-style-type: none"> • Providing professional guidance to colleagues and works closely with staff, parents/carers and other agencies • Writing SEN Information Report which MUST be published on the setting website and updated annually • Overseeing day to day operation of the school's SEN policy • Co-ordinate provision for children with SEN • Advising on a graduated approach to provide SEN support • Liaising with parents/carers of pupils with SEN regularly • Liaising with a range of external agencies including the autism team, school health, educational psychology, behaviour support, paediatricians • Managing the transition process all the way through to secondary and sharing information with secondary teaching colleagues • Ensure school keeps the records of pupils with SEN up to date • Work with head teachers and school governors with regards to reasonable adjustments and access arrangements • Observing SEN pupils and keeping the SEN register up to date <p>The SEN Governor: Mrs Carol Kay and Ms Isabel Andrews Responsible for...</p> <ul style="list-style-type: none"> • Making sure that the necessary support is given for any child with SEN who attends the school • Supporting and challenging the head teacher and SENCO with regards to SEN within the school
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>If a learner is identified as having an SEN need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching</p>

	intended to overcome the barrier to their learning. This support is set out based on the individual needs of the pupil.
<p>How will both you and I know how my child/young person is doing and how will you help me support my child's/young person's learning?</p>	<p>In addition to normal reporting arrangements, there will be the opportunity for parents/carers to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers/SENCO are accessible at the beginning/end of the day.</p> <ul style="list-style-type: none"> • Your child's progress will be continually monitored by his/her class teacher • His/her progress will be reviewed formally and tracked by SENCO every term in reading, writing and maths. Through parent evening's and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made • 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. This is something the government requires all schools to do and the results that are published nationally • Where necessary, children will have an SEN Support Plan based on targets set by outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgements assessed and a future plan made • The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education • The SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place • Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high • SEN pupils are discussed at half termly pupil progress meetings • SEN pupils will be tracked using Progress Tracker
<p>What support will there be for my child's/young person's overall well-being?</p>	<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer:</p> <ul style="list-style-type: none"> • Think Children support

	<ul style="list-style-type: none"> • Social awareness games and activities • Lunch time ad play time support • Budd system • Individualised programmes of work specific to the child – monitored by the Boxall Profile/Progress Tracker • Access external agencies and professionals and follow their advice • Learning mentor trained in how to support pupils social and emotional well-being <p>The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to parents/carers. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to parents/carers its core principles regarding inappropriate behaviours and bullying.</p> <p>Our pupils have a comprehensive package of E-Safety learning. We hold parent/carer workshops on E-Safety and CSO.</p> <p>Any pupils with additional medical needs are well catered for at Sneinton. All medical requirements are requested from parents/carers prior to admission and these are added to the school medical status report located in the school office. All medicines are accessible to appropriate members of staff. For some pupils we complete an individual health care plan which is reviewed annually with parents/carers.</p>
<p>What specialism services, experience, training and support are available at or accessed by the school?</p>	<p>Once the school has identified the needs of the SEND pupils, the SENCO and head teacher decide what resources/training and support is needed.</p> <p>School Provision:</p> <ul style="list-style-type: none"> • Wide range of English and maths small group interventions (eg inference, switch on, precision teaching, First Class in Numbers) delivered by TA's and designated teachers • ICT support in the form of reading, phonics and maths programmes • Doh Disco sessions • Teaching assistants offering social skills support including ELSA • Lunch time nurture groups to support children social development • Speech and language support

	<ul style="list-style-type: none"> • Teaching assistants trained on how to support pupils with autism • Learning Mentor trained to support pupils with mental health concerns • Learning Mentor trained to support pupils social and emotional wellbeing • Teaching assistants trained on how to support those pupils with anxiety and trauma with attachment issues • School staff trained in positive intervention and de-escalation techniques • Think Children support • Reading Recover teacher • 1:1 carer for pupils with ASD <p>Local Authority provision available:</p> <ul style="list-style-type: none"> • Autism team • Community Educational Psychology Service • Stronger Families • Speech and language therapy • Learning support team • Priority Families <p>Health Provision available:</p> <ul style="list-style-type: none"> • School nurse • Occupational therapy • Physiotherapy • CAMHs • School counselling sessions • Paediatrician support
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • Specific literacy assessment for dyslexia • Supporting pupils with social and communication difficulties – autism – all SEN team • Safeguarding training • Domestic violence training • Effective behaviour management • Switch on training • Precision Teaching training • Inference training • Anti-Bullying training

	<ul style="list-style-type: none"> • Good mental health training • AET Progression Framework training • Boxall Profile training
How will my child/young person be included in activities outside the classroom including school trips?	At Sneinton we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.
How accessible is the school site?	<ul style="list-style-type: none"> • The school is fully compliant with DDA requirements • The school is on a split level with access, double doors and ramps • There are two disabled toilets and two changing facilities • We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages a SEN budget, used to ensure that all pupils have access to the very best equipment • After-school provision is accessible to all children, including those with SEN • Extra-curricular activities are accessible for children with SEN • The school has an outside learning area and Forest school area • The school has an up to date accessibility plan which is considered each year and whenever there is building work
Provide examples of interventions, equipment, resources that settings/schools may allocate to match children's/young people's special educational needs?	<ul style="list-style-type: none"> • Specific iPad apps for individual pupils/needs • Reading Recovery • Switch On • Pets as Therapy reading dog • Teaching children with autism to in read • Sensory room • Precision teaching • BLAST 1&2 • Speech and language support • Self-esteem programmes • Team building programmes • Anger management programmes • Gross and fine motor programmes eg Doh Disco • EAL support TA

	<ul style="list-style-type: none"> • Sensory resources throughout school • 1-1 teaching and small group work targeting specific individual needs • Gap teaching with teaching assistants • Pre-teach sessions with class teacher
HLN funding	For pupils requiring further support or some specific 1-1 adult support the SENCO can apply for further funding called Higher Level Needs funding (HLN)
How are parents involved in the setting/school? How can I be involved?	<p>At Sneinton, we value the importance of building positive relationships with parents/carers and families within our school community. Where a pupil is identified as needing individual targets and a provision map parents are informed and they are part of the review process each term.</p> <p>Mrs Hoffman is our parent/carer support worker. She is available to speak with families via our school office. Part of her role is to work closely with all staff, outside agencies and other organisations to improve opportunities for our children and their families. She also works closely with the SENCO supporting specific families with children who have specific needs. A comprehensive package of workshops for parents/carers runs on Mondays throughout the school year.</p>