

Seagry C of E Primary School



Learning, Listening and

Laughing together

At Seagry Primary School we strive to support all our children to enable them to achieve their best at school.

In order to do this many steps are taken to support them through their learning journey.

SEND Information Report

What is the SEND Information Report?

As part of the Children and families Bill 2004, all schools are required to make available to parents their SEND Information Report. These details show how they can support children and young people with a special educational need and/or disability (SEND).

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Definition of SEND

A child or young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of the educational facilities of a kind, generally provided for others of the same age in mainstream schools.

Code of practice (April 2014).

Overview of the school

Seagry is a smaller than average primary school with approximately 30 children on roll. We are fully inclusive and welcome all children into our friendly and caring school.

The school has excellent facilities for children and offers a wealth of afterschool clubs as well as a breakfast club, residential and school trips. We are fortunate enough to have our own trim trail, with excellent climbing facilities, a large playing field, where the children enjoy playing football and other ball games, a gated pond for pond dipping investigations, a vegetable plot and nature area. We encourage traditional games in the playground and outdoor monitors look after lunch time and break time equipment. Key Stage 1 children have a large designated area with sensory garden and water play with ride on toys, sand, and other play equipment designed for the younger children.

There are approximately 10 children in Key Stage 1 and 20 in Key Stage 2.

Key Stage 2 and Key Stage 1 are currently divided into:

- Reception and Year 1
- Years 2, 3, 4,5 & 6

Because the school is on one level it is easily accessible to children with gross motor difficulties and wheelchair users.

Curriculum

How will the curriculum be matched to my child's needs?

Seagry School ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and quality first teaching to match the needs of children who are very able or have a special educational need.

Some children may require more focused support and additional adults may be used to provide support where appropriate.

We know when pupils need help if:

- Concerns are raised by parents/carers/teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

Children who are more able will be challenged through extensive differentiation in class and a programme of gifted and talented both in school and through external workshops.

Other children who have a special educational need may require more personalised targeted intervention to support their learning and enable them to access the curriculum.

There is a consistent approach to classroom organisation, environment and rewards and sanctions.

My SEND/My Support Plan and My Statutory Support Plan

From September 2014 the above plans will replace, School Action, School Action Plus and a statutory assessment.

A My Support Plan will be provided for your child should they not progress sufficiently after initial differentiated class teaching and in class support. These plans will be reviewed termly by the class teacher, SENCO and child. At this point there will be opportunities for parents and carers to express their opinions too. However, should progress have been unsatisfactory after a 20 week period then your permission will be sought to obtain outside professional advice with the possibility of moving your child onto a Statutory My Plan or EHC.

Who can I talk to, and how, if I am not happy with what or how my child is learning or feeling?

At Seagry Primary School we take both verbal and physical bullying very seriously and if you are concerned about your child the first point of contact should be your child's class teacher.

It is possible to speak informally to teachers after the school day, or request a formal appointment.

Teachers also hold formal Parents Consultation Evenings twice a year.

However SEND/M support advice is always available from the SENCO and Assistant SENCO Mrs Edmondson and Mrs Hickling. (Tel:- 01249 720213 for Mrs Edmondson or 01249 720797 or 07745 293221 for Mrs Hickling)

What level of support can my child get both in and outside of the classroom?

The support your child receives will be tailored to meet their needs, through differentiated teaching, use of additional adults and personalised intervention programmes. Some of these may be delivered as a whole class approach, small group support, and on some occasion's 1:1 support either in the classroom or outside the classroom.

Training and Resources

How are the school's resources allocated and matched to my child's needs?

Seagry Primary School considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching which matches their needs.

There is a clear picture of the resources that are available to the school and a strategic plan, which ensures that where an area of need is identified, resources can be targeted at particular groups. Provision for pupils is based on a careful analysis of need and a monitoring of their progress and outcomes.

Where additional resources (such as a specific intervention programmes) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCO) and where appropriate the head teacher, to develop a personalised programme of support for your child. All intervention programmes are evidence based and used to narrow the gap between your child's attainment and the attainment of their peers.

As class sizes are small, SEN or disability relating to more specific areas of need can be addressed more directly through small focus groups or 1:1 intervention. These will be run either by a teaching assistant or the class teacher.

The length of time for the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed through termly Pupil Progress meetings, where all involved can ascertain the effectiveness of the provision and to inform future planning.

Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. If your child has needs that are not listed below, or needs that you feel we may not support fully, please come in and chat with us to see if we can work something out.

What specialist services and expertise are available to my child?

As appropriate, Seagry Primary School is able to access external professional support, including;

Speech and language therapy

Occupational therapy

Child and Adolescent Mental Health Services (CAMHS)

Educational Psychologists

Specialist Educational Needs Support Service (SENSS) which includes:

Pastoral Support

Behaviour support

Learning support

Social Communication Needs

School Nurse (Health/Medical Needs)

Wiltshire Outdoor Specialist Provision

Play therapy

Ethnic Minority Advisory Service (EMAS)

Relate Time to Talk Counselling service for children

Links to specialist schools

Parent Support Advisor (Mrs Hickling)

Common Assessment Framework (CAF)

Seagry School has specialist staff trained in:

Reading Recovery

Narrative Therapy

Emotional Literacy Support ELSA

Speech and Language/Makaton

Autism Specialist Teaching

Pastoral Support/Social Skills

Dyslexia

Other evidence based Intervention Programmes

We strive to make all our classes as inclusive as possible, by developing systems and using equipment that are designed to remove barriers to learning. Outcomes from curriculum learning walks also help provide additional information for staff training. Staff reflect on their teaching and its impact and there is on-going peer coaching within school to develop practice and ensure consistency across the school.

Data input also helps staff reflect on weaker areas of the curriculum and those where children are making good progress.

What do I do if I am unhappy with the training and resources available to my child?

The first point of contact for parents or carers is the class teacher, followed by the SENCO and the head teacher.

Assessment and Review

How is the decision made about what type and how much support my child will receive?

Seagry School strives to identify any special educational need as early as possible in order to provide the appropriate support.

Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCO) to develop a personalised programme to support your child. All intervention programmes are evidence based and used to narrow the gap between your child's attainment and the attainment of their peers in order to remove any barriers to learning.

Our school has a range of appropriate assessment procedures in place, which will inform ambitious and achievable targets and support for your child. These are designed in collaboration with your child, class teacher and SENCO and incorporate a clear set of outcomes. A pupil's response to an intervention will provide teachers with an indication of how significant the SEN is likely to be.

How are the parents and children/ young people involved in the assessment and review of needs?

At Seagry School, children play an active part in target setting and reviewing their progress along with parents and carers.

Through Parent Consultation Evenings and SEN review meetings, parents are involved in the assessment and review of needs.

Communication

How will the school keep me informed of my child's progress?

We highly value working collaboratively with parents to ensure successful outcomes for all our children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate their child's successes.

Parents are also able to find out about their child's progress through Parent Consultation meetings, SEN review meetings, Annual Reports, Reading Records, Home/School Book and both formal and informal discussions with your child's teacher and SENCO.

How will the school keep me informed about issues and problems with my child in school?

Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion in person, over the phone, email or by letter.

How will I know what the schools expectations are for my child's progress?

In Parent Consultation Evenings and SEN review meetings your child's teacher will inform you about your child's progress. Your child will also receive an annual report detailing their progress in each curriculum area.

How will my child's voice be heard?

School prides itself on being one that actively listens to all children and puts their needs as paramount in all that we do.

Your child will be involved in the setting and reviewing of targets.

We can also provide access to Relate Time to Talk counselling service.

Transition

What are the transition arrangements from preschool to Seagry School and from there to a secondary school?

We have very close links with a number of pre-schools and one which is based on site.

Staff from Key Stage 1 visit pre-schools and liaise with pre-school staff and parents to ensure a smooth transition. Risk assessments, care plans and support plans are discussed and agreed with parents and staff and outside agencies that may be involved with your child.

Seagry School has close links with Malmesbury School and Hardenhuish and Sheldon in Chippenham and contact with all other local secondary schools. Our staff work collaboratively with all of these schools to ensure a smooth transition from the end of primary school to the beginning of secondary school. We can arrange additional visits to each of the secondary schools or from the relative Pre-school for children with additional needs prior to them starting school.

How could I arrange a visit before my child starts at the school?

Visits to the school are warmly welcomed. You will be given a personal tour of the school by either the head teacher or assistant head teacher. Please call and speak to our administration officer to make an appointment on 01249 720213.

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months and for children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which additional to main schools funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to access what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- Performance tables, which show the performance of disadvantaged pupils compared with their peers
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium

Useful links

We try to ensure that parents are well informed about all we do at school. Here are links to some key policies:

Wiltshire Council- Local Offer (www.wiltshirelocaloffer.org.uk/)

SEN Policy

Equality Policy

Assessment Policy

Medical Conditions Policy

Behaviour & Anti Bullying Policy

New SEN Code of Practice (<https://www.gov.uk/government/.../send-code-of-practice-0-to-25>)

Disability / Accessibility Arrangements

There are many services provided by Wiltshire Council signposted in their 'ASK' booklets and website – www.askwiltshire.org