

## SEN Information Report

The school is a mainstream setting. The school follows the local authority admissions procedure.

The school has a qualified teacher working as SENCo. The school decides through observation and assessment whether a child may have some additional needs. We do use some standardised tests in Maths, Reading and Spelling to support these judgements. We may also consult other professionals if we feel this would be appropriate. We work closely with the Educational Psychology Service, Speech & Language and the Hearing Impaired Service. We work closely with other professionals to meet the needs of all children and access the best outcomes where necessary.

The school meets the additional needs of pupils by use of a Provision Map which identifies additional support, interventions or alternative teaching groups within the limits of the resources available to the school. We judge the success by the progress children make and this is evaluated by the use of the school's own assessment system which allows us to monitor and evaluate progress and set new targets as well as identifying specific gaps. We have evaluated our provision using the Basic Skills Award and we have also used the Local Authority Audit Tool to monitor effectiveness.

We use observations and more structured assessments for some pupils with specific or more significant needs. We ensure that all children are making appropriate progress and will hold a meeting to review the provision if this is not the case.

Parents will be given a report termly which will contain targets and a review of progress. Parents will be offered the opportunity to meet the child's class teacher. They may also wish to talk to the SENCo. The SENCo holds regular meetings with parents and carers where there are complex factors.

The Class Teacher will be responsible for all their class. They will ensure that differentiation takes account of all the children in their class. They may use a Teaching Assistant to support a group or individual to reach their best outcomes. Children identified with SEND will have Individual Education Plans which will identify their needs and the outcomes we are hoping for each term. Additional interventions may take place to enable successful achievements of targets and progress to the next level. The SENCo will oversee the provision map and ensure that children are making appropriate progress.

Reasonable adjustments, within the limits of resources available, will be made throughout the curriculum to ensure that the needs of all pupils can be met. The school plans carefully for all pupils so that we can adapt the curriculum to make it accessible. This will be judged on an individual level.

Additional support is allocated on the basis of need taking into account a fair distribution of the available budget. Children with statements or EHC Plans will access additional support as is appropriate to their child's individual

needs. Parents will be very much a part of the process as EHC Plans put them at the centre with the child. Decisions will always take account of parents' views but will be made ultimately by the Head Teacher in consultation with the SENCo.

Children will be included wherever possible on school trips taking into account Risk Assessments that are carried out.

Some children may access specialist provision at lunchtimes and breaks to ensure happy and successful playtimes. We also run Circle Time Groups for children who may require additional pastoral support. The School Office deals with all medication which must be registered with the office. Some children may have Health Plans which can be supervised by other agencies. Alternative playtime provision and additional support from staff means that exclusions are very rare and may only take place where other children might be placed at risk.

The SEN Co-ordinator is Miss Sally Mansell. She can be contacted on 01482 869247.

The school is generally accessible to all, with wide doors in most areas. The school does have stairs which are less accessible however we try to make every reasonable adjustment to allow access to the building.

Parents are invited to attend termly reviews of their child's progress. We also welcome parents to concerts each term to share in our good work and music. Parents should contact the School Business Manager, Julie Robinson for any further information or for an appointment to discuss a child further. The SENCo holds regular meetings with parents and is available on request to meet with parents.

We consult all children about their views when we review IEPs (Individual Education Plans). Their views are recorded as part of the process including views about secondary transfer which form a part of our transition planning. Their views are also sought when seeking support from the Educational Psychologist.

In the event of a complaint please contact the School Office to make an appointment with the appropriate person or see the complaints policy on the school website.

The school is supported by our School Nurse who may help in the development of a Health Plan for a child. We work closely with Social Services and Youth & Family Support.

If parents are concerned about their child they can find all services outlined on the FISH website. The Local Authority does have a Parent Advisor based with FISH. They can support families through the process of formal identification of needs if required but it is always a good idea to have a chat with the school first.

Louise Windsor (SENDASS(Special Educational Needs or Disabilities Advice and Support Service ) - Telephone 01482 396469  
Miss Mansell (SENCo) – Telephone 01482 869247

The school will liaise with secondary schools when children are transferring. Some children will have Review Meetings at the end of Year 5 to discuss provision. Some children may have meetings arranged at the beginning of Year 6 with staff from the secondary school and possibly the Educational Psychologist or other professionals to ensure a smooth transition.

The school links to the Local Offer through our website.