

Support for your child at St Anne's Primary School, Denton



SEN Information Report **Adopted by Governors 28.11.16**

At St Anne's we believe children get only one chance at primary school. Our staff motto is "only our best is good enough for St Anne's children". Some children may require additional support during their time at primary school. This booklet informs you of the types of support available at our school and how it can be accessed.

For further information or if you have any questions please contact our school SENCOs Mrs Mantel or Miss Bean via the school office on 0161 336 2956. The SEN Link Governor is Brenda Moxon who is available via the school office.

The term 'Special Educational Needs' (SEN) can sound quite upsetting and frightening to many parents, but it needn't. A pupil is said to have SEN where their learning or disability requires 'provision different from or additional to that normally available for pupils of the same age'. It is a very broad term and includes children with a wide range of additional needs, some that are relatively simple and others quite complex. At St Anne's, all children are taught within the mainstream classroom setting, including children with a range of SEN.

All pupils at our school have access to quality first teaching. This means that our teachers plan and deliver lessons which are tailored to the children in their class. Appropriate learning objectives are set and these are differentiated to suit all abilities where appropriate. We have developed a creative curriculum in line with the National Curriculum which matches the needs of our pupils.

The 2014 SEND Code of Practice outlines four areas of special educational needs which include a range of difficulties and conditions:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

The code states that:

"Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

How does the school identify if a child has special educational needs and what should I do if I think my child has special educational needs?

At St Anne's we appreciate that every child is an individual and so we use a wide range of strategies to help us identify if a child has SEN.

These may include:

- looking at how well your child is doing and how quickly they are making progress
- discussions with previous settings such as nurseries/previous schools
- a variety of different tests/checklists which might flag up specific difficulties
- discussions with parents/carers
- liaising with external agencies e.g. paediatricians, speech therapists
- observing your child in the classroom and supporting staff with ways in which they might be able to help

If you think your child may have SEN, please ring to make an appointment to chat with your child's class teacher alongside Mrs Mantel or Miss Bean, the Special Educational Needs Coordinators (SENCo). Usually, we check to see if there are any reasons why your child might be finding learning difficult, such as poor attendance or a problem within the classroom, before deciding if a child has SEN. The SENCo will usually monitor a child for a half-term to see if any alterations/interventions that have been put in place have improved the situation. If concerns are still held by either staff or parents, then the possibility of the child being identified as having SEN will be discussed.

Once a child has been identified as having SEN, they are placed on the SEN register in school. This allows us to allocate support to the child. Their place on the register is reviewed annually and if the child no longer requires additional support, they are removed from the register.

What is the school's approach to teaching pupils with SEN?

St Anne's believes that most children learn successfully within the classroom when the correct support is put in place for them. It is your child's class teacher who has the responsibility for ensuring that the curriculum and the work set is appropriate for your child within lessons, which may mean that your child has an individualised approach to their learning within the classroom. Your child will often be taught within small groups by a member of staff to work towards their targets or help them understand something they are struggling with, and this may be within a lesson or additionally at another point in the day (called an intervention). Mrs Mantel and Miss Bean will oversee any interventions your child has to ensure they are successful. They are also responsible for making sure that your child makes good progress throughout the year.

What kind of support might my child receive?

This is decided on an individual basis depending on what the difficulties and targets are for your child. We also often work on targets set by other professionals, such as Speech Therapists and Educational Psychologists. It is difficult to generalise how the curriculum might be adapted or made more accessible for your child, but all details will be recorded on their Individual Education Plan (IEP), which is shared with you once every half term.

Examples of support may include:

- interventions led by an adult to support work in class or to fill gaps in learning
- sessions with our Learning Mentor, to support social and emotional skills, such as building self-esteem
- group or individual sessions to work towards targets set by other professionals, such as speaking and listening, physical co-ordination and memory
- specialist resources, such as pencil grips and writing slopes, visual timetables and netbooks

- adaptations to the learning environment, such as changing the layout or displays
- additional adult to support your child at different times of the day
- support via an Education, Health and Care Plan (a legal document to support children with the most complex needs that outline their provision and allows access to additional funding and/or resources from the Local Authority)

How will I know how well my child is doing? How will my child be involved?

Your child's teacher will meet with you to discuss what you would like your child to be able to achieve throughout the year, as well as give advice as to how you can help your child achieve this at home. During the last summer half term, your child will have the opportunity to express what they would like to be able to do in the following year (e.g. tell the time, get dressed independently etc). These will be broken down into small manageable and achievable targets and will be recorded on their IEP, and will be formally reviewed each half term to ensure that your child meets their targets. This will be discussed with you at Parents' Evenings and the additional SEN meetings throughout the year, but you are always welcome to come in and chat with your child's class teacher or the SENCo at any time. It may also be appropriate to have review meetings with a number of professionals if your child's needs are very complex as it allows you to access expertise and information from everybody at the same time, leading to a more streamlined approach to the support your child receives.

What happens if my child's progress does not improve?

It is unusual for children to not make good progress if they have the correct support in place. Every child's progress is continually

assessed and recorded half-termly so the effectiveness of any intervention or help your child is receiving can be monitored (and altered quickly if necessary). The range of expertise amongst staff at St Anne's is vast, and the school ensures that staff are trained in the relevant areas. If the SENCo feels that school needs further expertise in order to support your child, they will seek your permission to consult with an external agency, such as an Educational Psychologist, Speech Therapist, or Paediatrician. Occasionally, it may be appropriate for school to apply for more support from the Local Authority in order to meet your child's needs. This is called an Education, Health and Care Plan.

What other professionals might work with my child?

If school feel that more advice is needed from other agencies, we would always seek your permission and ask for your input in the application process (with the exception of child protection cases). The other professionals we might work with are:

- Health professionals (GP, Speech Therapist, Occupational Therapists, Physiotherapists, school nurse, paediatric consultants)
- Child and Adolescent Mental Health Service (CAMHs)
- Health and Social Care
- Early Help support (to support families)
- Educational Psychologist
- Pupil Support Service (supporting difficulties in social communication, behaviour, specific learning difficulties such as dyslexia)
- Ethnic Minority Achievement Team (EMAT), helping children secure English
- Virtual School (supporting children who are in the care system)

Will my child have to do SATs (Statutory Assessment Tests) and exams?

My child is very anxious about transition- what can you do to help?

Most children complete SATs at the end of Year 2 and 6. Whilst the ultimate decision is the made by the Headteacher, if parents/carers and school feel that due to a child's ability taking the tests would be inappropriate, then a child can be withdrawn. This happens rarely as most children cope well in test situations as much can be done to support them (e.g. they might have a reader, rest breaks etc).

Transition arrangements are extremely flexible and are not limited to children in Year 6. Some of the things we may do include:

- extra visits to their new class/school, including at lunchtimes
- setting up a key adult for your child to 'check in' with
- booklet completed in school to take home over the summer with photographs of new adults and places
- transition lessons with the learning mentor for Year 6, as a whole class or in small groups.

During transition, the Year 6 teacher will either meet with a transition teacher or send details, via email, of any SEN to the child's next school. We also pass on a copy of the child's most recent IEP.

If your child has an Education, Health and Care Plan, one of the review sessions will be used as a transition meeting and a representative from the new school will be invited.

How is my child kept safe in school?

All staff members are key in keeping children safe in our school. Class teachers are responsible for ensuring they provide a safe learning environment for all children.

Staff are in the classrooms ready to receive children at 8:50 each morning when the main gate is opened. At 3:15, in Reception and Key Stage 1, staff ensure that pupils are collected by a known person. Children in Key Stage 2 are regularly reminded to go straight back to their teacher if no one collects them and they are not allowed to leave the playground.

We have behaviour/anti-bullying policies in place, details of which are available on the school website. Behaviour is closely monitored by the Senior Leadership team. The children are well supervised at break and lunchtimes by teachers/TAs and lunchtime assistants respectively.

We keep class behaviour records and logs as well as a whole school record. This allows staff to monitor behaviour of individuals in their class and feed back to parents. We have a reward and sanction system which is operated throughout the school.

Safeguarding is monitored by the Senior Leadership Team and the Governing Body.

Will my child be able to take part in everything? Will my child miss out on things if they need to be given medicine?

School can put into place a care plan for any child who has a medical need. Medicines can be administered in school where a child needs them as part of on-going health issues such as asthma or food allergies. Medicines can also be administered for specific time limited cases, eg. antibiotics. In such cases a medical form must be completed, which is available from the school office and then authorised by the Headteacher. We also work closely with families and outside agencies when working with care plans to ensure children's medical needs are met. Staff are made aware of care plans which are in place in school and attend any relevant training.

In case of medical emergency, we use the contact forms to inform parents/carers. Trained paediatric first aiders are present in school and a larger number of staff are trained in basic first aid.

The school has a separate policy regarding the administration of medicine.

St Anne's is an inclusive school and each after school club, residential trip and activity is open to all pupils. Your child's needs may mean

that school have to complete an additional risk assessment for some activities and if this is the case you will be consulted directly. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum will be provided in school.

What is available to support my child's overall wellbeing? Who can I speak to if I need support at home?

The ethos of the school is that an adult will always make time to speak to children and that there are a variety of ways children can make contact. At St Anne's, we are very lucky to have a Learning Mentor on Mondays and Tuesdays who supports children in school with all aspects of social and emotional health. She is also involved with parents/carers and attends meetings with different professionals to ensure that families have the support they need at home. The Learning Mentor holds open sessions where she is available to speak to children and parents/carers. She also runs whole school initiatives.

What can I do if I am not happy with the support my child is receiving at school?

Come and talk to us. There are very few problems or worries that we cannot sort out at school if we work together. Please just drop in and have a chat to your child's class teacher or to Mrs Mantel or Miss Bean, the SENCos. If you are not happy with the response you receive then please make an appointment to see Mrs Hyman, the Headteacher.

If you are still not satisfied with the response, contact the Chair of Governors, Brenda Moxon and/or the Local Authority. You may also wish to contact Parent Partnership, a free organisation who help mediate problems between parents and school.

Where can I find further information?

- come in and chat to our SENCOs
- look at our SEN policy on the school website
- look at the pages on the Local Authority Website, including details about their Local Offer for children with SEN
<http://www.tameside.gov.uk/localoffer>
- contact the SEN Link Governor- Brenda Moxon, available via the school office
- contact IPSEA (Independent Parental Special Educational Advice) www.ipsea.org.uk