

SEN Information Report

Based on the Leeds local offer

At Christ Church Upper Armley CE Primary, we strongly believe that all children are individuals and are entitled to receive the best quality learning experience. We have high expectations of all children and, where needed, put support in place at the earliest possible stage.

Children with Special Educational Needs (SEND) may have mild, moderate or severe learning difficulties, physical disabilities or emotional or behavioural problems. The inclusive ethos throughout our school means that all children are respected and included, regardless of any additional needs they may have.

Early Identification of Needs

Staff continually monitor children's progress during their time in school. If staff feel extra support is needed for an individual or small group, they will liaise with the Special Needs Coordinator (SENDCo), whose job it is to oversee and co-ordinate all SEN provision within school.

Initially, an informal discussion would take place with the class teacher to identify strategies to support each child within the main classroom setting.

Further Support

If it is felt that a more formal level of support would benefit the child, the class teacher, SENDCo, inclusion manager and support staff alongside parents/carers would plan appropriate interventions for the child. This ensures that they continue to receive high quality teaching and learning, effective support and use of appropriate resources as necessary.

The class teacher and SENDCo meet each term to review strategies, interventions, progress and next steps. Where appropriate, children can be involved in creating their own interventions and can review them alongside teachers.

Parents are vital partners in the child's journey through school and will be involved in setting and reviewing their child's interventions and progress at Parent's Evenings and other drop-in sessions throughout the year.

External Agencies

Support for children may also be sought from external agencies, where necessary, in order to increase learning potential. Our school works closely with a Speech and Language Therapist, the Child and Adolescent Mental Health Service (CAMHS), Targeted Mental Health in Schools (TaMHS) and STARS (Autism Outreach Service); local authority services e.g. Educational Psychologist, Complex Needs Team etc.

We also liaise with High Schools during Year 6 in order to provide transition support for SEN and vulnerable pupils moving onto the next phase in their school career.

Reporting/Policies The SENDCo works in partnership with the Senior Leadership Team (SLT) and Governing Body, who are responsible for monitoring and evaluating SEN provision throughout school. Our school policies reflect the school's commitment to inclusion, safety and general well-being for all children and staff.

Training

All staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEN. Throughout the school year staff training days and meetings are scheduled to deliver whole-school training on specific SEN areas (e.g. Autism awareness training, Dyslexia awareness).

Frequently Asked Questions

1. *How does the school know if students need extra help and what should I do if I think my child may have special educational needs?*

A pupil may be identified as having a Special Educational Need (SEN) at any stage during their education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention. Information about your child's special educational needs come from a number of sources:

- Ongoing school tracking
- Observations
- Class teacher/support staff concern
- Parental concern

2. *What should I do if I think my child may have special educational needs?*

If you think that your child may have special educational needs that have not been previously identified then you should speak to your child's class teacher or make an appointment with Mrs Green, the school's Special Educational Needs Coordinator (SENDCo): 01132638606

3. *What provision is there for students with Special Educational Needs?*

School staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom.

The staff aim to ensure the fullest possible access to the curriculum for students with Special Educational Needs. The provision is reviewed regularly to ensure it addresses the needs of pupils. Examples of provision provided:

- ABC nurture groups
- Phonics intervention
- Speech and Language Therapy
- Writing booster groups
- Rapid Maths intervention

4. *How will I know how my child is doing and how will you help me support my child's learning?*

In addition to the normal school reporting process, all students with SEN will have an intervention chart. This is created in collaboration with parents/carers and reviewed every half term. The interventions can be altered at any time in accordance with the needs of the child. We consider that the parents/carers views are a vital part of creating the interventions that will be put in place; therefore parental support is fully appreciated. Pupils with an Education, Health and Care Plan or High Needs Top Up Funding will also have an Annual Review meeting and outside agencies, where appropriate, will be invited to attend.

Reports you may receive would include:

- Reports/Assessment information from outside professionals
- Annual Review
- Monitoring Results
- Personal Support Plan
- School Report

5. *How does the school know how well my child is doing?*

Teaching staff enter data on individuals each half term. This ensures that there is always relevant and up to date information on the ongoing achievement of each pupil, in relation to year group expectations.

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

School staff aim to ensure the fullest possible access to the curriculum for children with special educational needs. This is achieved through effective differentiation, scaffolding, adult support and appropriate resources.

7. *What are the school's approaches to differentiation?*

Differentiation is seen as a priority in all lesson planning and in additional provision. Effective differentiation will enable your child to participate fully in all aspects of learning and to make the best possible progress.

8. *What support will there be for my child's overall well-being?*

All children are supported by the staff in school. In addition, children with SEN may be included in various social programmes and also offered extra support.

Other interventions include:

- Learning mentor
- Peer mentors
- Emotional literacy groups

- Social Communication Groups
- Extra Curricular Clubs
- Restorative Practice
- Celebration Assemblies
- Good behaviour awards
- Liaison with outside agencies

9. How does the school manage the administration of medicines and providing personal care?

Christ Church Upper Armley CE Primary is mindful of the need to safeguard the well-being of all children and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. Administration of medicine In line with current legislation, the school will administer prescribed medication. Staff have been trained to administer medication. In order for school to administer medication the parent/carer will need to complete and sign an authorisation detailing dosage and time of dosage of the medicine. These medicines must be in the original container and clearly marked with the child's name. The medicines should be given to the Head teacher or First Aider with the authorisation and full instructions.

Epipens for children with severe allergies are kept within the first aid area of the main office and also in the stock cupboards in the children's classrooms. All members of staff are aware of this and receive regular training on the use of epipens.

Health Care Plans - Children deemed to have significant health conditions will be the subject of a Health Care Plan which will record their individual medical needs at school. Parents will be invited to meet with the SENDCo and First Aider to formulate a suitable plan. This will be carried out in consultation with any other health professionals as deemed necessary. The care plan outlines arrangements for administration of medicines and provides advice for teaching staff and those arranging trips.

10. What support is there for behaviour?

We have high expectations of behaviour and work with individuals and small groups of children with identified needs. Where necessary we will still liaise with outside agencies to further support these individuals.

11. How will my child be able to contribute his/her views and how will the school support my child to do this?

We have an open environment in school which allows any child to discuss their concerns and ideas freely. The School Council is a group of children who meet regularly to represent the views of their peers in different classes.

12. What specialist services are available within or accessible to the school?

Within school: Within the school, staff have specialisms in Nurture support, Numicon, Autism and Behaviour support. All staff are trained in Autism and Dyslexia Awareness. The school has a specialised Speech and Language Therapist that visits school fortnightly. Outside Agencies include: Educational Psychology Service, Complex Needs Service, School Nurse, Speech and Language Service, STARS (Autism Outreach Service) Bereavement Counselling, CAMHS (Child and Adolescent Mental Health Services) TaMHS (Targeted Mental Health in Schools) including Family Support Workers and Social Care.

13. What training do staff supporting children with SEN have?

Training for teaching and supporting children with SEN is considered essential. The school works to ensure that all staff receive current and up to date training to meet the needs of the children in their care. Examples of this training are:

Supporting children with Autism

- Dyslexia Awareness
- Child Protection
- First Aid
- Behaviour Support

In addition, the school SENDCo holds the higher degree qualification PGSEN, also known as the National Award for SEN Coordination.

14. How will I be involved in discussions about and planning for my child's education?

All children in school receive regular monitoring results as well as parent consultation evenings in the Autumn and Spring terms, and end of year formal reports in the summer term. Parents may also contact their child's teacher directly by making an appointment at the school office. If your child has SEN he or she will be placed on the SEN register. At this point interventions will be formulated in consultation with the parent/carer. The intervention chart will then be implemented in school and reviewed half termly. In addition children with an Education Health and Care Plan or High Needs Top Up Funding will have a multi professional annual review which looks carefully at progress.

15. How will my child be included in activities outside the classroom, including school trips?

All children with SEN are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate. For children with medical/physical needs, any issues around trips and activities will have been discussed and addressed with the parent/carer in the Health Care Plan.

16. How accessible is the school environment?

Entrances to school and corridors are wide enough for wheelchair access therefore allowing free movement around the school. Outside, there is a ramp leading from the bottom playground to the top playground. Accessible toilets are available in school.

17. How will the school help my child on transfer to the next phase of education?

Children entering school in Reception

Parent/carers are invited to attend open afternoons, these afternoons allow parents/carers to look around the school and ask any pertinent questions. During these afternoons the SENDCo will be available to discuss any concerns. Children are visited during the summer term at their nursery settings, or at home. This is an additional opportunity to gather information for children with identified SEN needs. The SENDCo meets with the Reception class teacher before the child joins the school in order to ensure appropriate provision is in place.

Children transferring from another school

If a child transfers from another school, the class teacher will make an assessment of their current abilities. If concerns are raised regarding SEN, the SENDCo will be informed along with parents/carers. If a child enters school with identified SEN, the SENDCo will liaise with the previous settings SENDCo on any interventions which may have been used or outside agencies which may have been involved.

Children transferring to another setting

If a child with SEN transfers to another setting the SENDCo will liaise with the other setting regarding the child's needs and requirements.

Children transferring to high school/ next stage of education

The school has a positive relationship with all the local high schools and the transfer of information is completed in a detailed and efficient manner. Those children with SEN or AEN may require additional support which may take the form of extra visits or detailed consultation between parents/carers, high school staff and school staff. If a child has an Education Health and Care Plan the high school which the child will be attending will be invited to the Annual Review.

18. How are the schools resources allocated and matched to children's special educational needs?

There is provision in the school budget to meet the needs of most of the children with SEN in school. The school will apply for High Needs Top Up Funding for any child deemed to have needs that cannot be met through normal funding procedures.

19. How is the decision made about how much support my child will receive?

The decision making process is informed by the collection of data and information received from the class teacher. This is discussed with parents/carers at a meeting from which an intervention chart is finalised. The chart will have targets specific to the child which are central to ensuring progress: future provision is decided on how far these targets are being met. The needs of each child held on the SEN register are very carefully reviewed and considered for the coming term. This information is placed on the provision map which informs our intervention timetabling. In this way we endeavour to address each individual with a specific programme of support and teaching.

20. How does the school communicate with parents/carers whose first language is not English?

The school endeavours wherever possible to ensure that an interpreter is available for face to face meetings. Any written communication can be sent out by email so that parents/carers for whom English is not their first language may use a translation facility.

21. Who would be my first point of contact if I want to discuss something about my child?

All educational issues concerning a child should be addressed to the class teacher in the first instance. Issues concerning a child's wellbeing or medical state should be discussed both with the class teacher and SENDCo, Mrs Amanda Green. For more serious concerns please contact the Head of School, Mrs Moira Hunt.

More information can be found about the Leeds Local offer at:

<https://leedslocaloffer.org.uk/#!/directory>