

SEN Information Report for Shottery St Andrews CE Primary School

in accordance with section 65(3) of the Children and Families Act 2014

What kind of special educational needs provision is accessible for children at Shottery CE Primary School?

Shottery CE Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. All pupils are tracked to ensure they make maximum progress as individuals.

How do we identify children who may have an SEN need?

Children within our school are continually monitored by their teachers. Lessons have clear learning intentions and work is marked against these to enable us to judge who has understood and is ready to move on and who requires further support. In addition to these daily judgements Pupil progress meetings/discussions are every half term to determine which children require additional support beyond differentiation within the classroom. This is likely to be children who are not making expected progress or reaching age expected outcomes. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress. From September 2016 the school has tracked pupils using SIMS, this allows us to enter attainment data half termly and link relevant documents to pupil files. The school SENCO is Mrs Marshall, she may be contacted by email: admin3057@welearn365.com or by telephone: 01789 551 508

What arrangements are there for consulting and involving parents of children with SEN?

All parents are actively encouraged to be partners in their child's education. They are able to meet with teachers after school for informal conversations, pop in to see displays and books as well as arranging more formal discussions. In addition, the school provides regular planned opportunities for parents to share in their child's learning. There is a weekly newsletter, emails and the website are used to share information about on-going topics and ways to support with home learning, there are termly parents meetings with 3 written reports a year and additional opportunities to share in our work through open day galleries and church services, some classes also communicate through dojo. Classes also utilise reading diaries and home school diaries. At the end of the school year the school holds an Open Evening and transition meetings where parents are invited to meet their child's new class teacher and to receive information on class room routines, expectations and forthcoming topics. Parents are informed if their child receives intervention which causes them to be withdrawn from mainstream lessons

What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of SEN, are aware of their next steps and targets which are shared, discussed and worked upon with their class teachers. Children also have the opportunity to take part in consultation evenings and transition days.

What are the school's arrangements for assessing and reviewing progress of children with SEN?

The progress of all children is reviewed half termly in progress meetings. Children receiving intervention are monitored as part of that to ensure the intervention is meeting their need and to adjust if appropriate. Parents are invited to meet with class teachers each term within our consultation evenings. The intervention manager, Miss Helen Howlett is responsible for ensuring that tracking and recording of progress of pupils receiving intervention is completed. This will be against small step targets covered in sessions with the intervention teacher Mrs Karen Reaney.

What are the school's arrangements for supporting children with SEN in transferring between phases of education?

As a small school we are well placed to support children in their transition from EYFS to KS1 and from KS1 to KS2 because all staff and pupils know each other and staff also meet regularly to conduct moderation meetings. Pupils transferring from KS2 to KS3 are supported through meetings with secondary school staff and the opportunity to visit their new schools on induction day. For children with additional needs we seek to arrange for additional meetings and preparation visits to take place with the new school. All SEN records are transferred.

What is the schools approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or through 1 to1 teaching. Since 2014 the school has employed a qualified teacher to support children receiving 1:1 tuition. Teaching assistants also support work within classrooms and run nurture groups.

How does the school adapt the curriculum and learning environment for children with SEN?

Teachers plan their lessons to ensure they meet the needs of all children within their class and take all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. The school is housed within a listed building and therefore some modifications may not be possible. Facilities to support pupils with reduced mobility include ramps to the Lower School building and a disabled toilet, also in the Lower School building.

What additional support is available for children with SEN?

The school provides various interventions/support that meet the individual needs of the children these alter depending on the needs of the pupils within our school.

What specific expertise is available to children with SEN?

Shottery does not have teachers with specific SEN qualifications however staff have a shared wealth of experience in working with children. The school SENCO will liaise with specialist agencies if these are required to support individuals. As appropriate the services and advice of the Ed Psych will be purchased. The school has two members of staff trained in TEAM TEACH.

How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making, this is normally at half termly pupil progress meetings.

How are children with SEN enabled to engage in activities available to children in the school who do not have SEN?

Shottery CE Primary School is a fully inclusive school, which ensures that all pupils, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need have access to all appropriate opportunities. A child will never be excluded by the school from an opportunity because of their special educational needs and we will seek to work with the family of the young person where additional support may be required for an activity, for example on residential visits a family member has been encouraged to accompany the trip.

What support is available for ensuring the emotional and social development of pupils with SEN?

Shottery is a small school where children are treated as part of our school family and we encourage the children to talk to us if there is a problem. All classes have PSHE lessons during and SEAL (Social Emotional Aspects of Literacy) materials are available. Staff are also trained in protective behaviours. On joining our school children are assigned a class buddy who supports transition. The student council and house captains also act as mentors. During 2017/18 the school will be engaged in two projects supporting vulnerable learners – AfA and Attachment training.

How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

As appropriate and in order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teachers, speech and language therapist or health colleagues to support the child's academic and social progress.

What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to raise a concern are in the first instance asked to speak with the Class Teacher, if the matter cannot be resolved in this manner an appointment may be made with the Headteacher who is also the SENCO. If the issue cannot be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure where the next step would be to contact the Governing Body.