

SEN Information – Federation of the Catholic Primary Schools of the Waveney Valley

Type of school – Voluntary Aided Main Stream

Our aim at St Benet’s and St Edmund’s primary schools is to work together to ensure the progress of all pupils whatever their needs may be and, for those children with special educational needs, this is provided within an inclusive setting wherever possible.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS or DISABILITIES IN THIS SCHOOL

People	Summary of responsibilities
Class teacher	<p>He/She is responsible for:</p> <ul style="list-style-type: none">• Ensuring that all children have access to good and outstanding teaching and that the curriculum is adapted to meet children’s needs (also known as differentiation).• Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and talking about this with the SENCO as necessary.• Writing Personal Learning Plans (PLP), previously called Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.• Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and what specific adjustments need to be made to enable them to be included and make progress.• Ensuring that all staff working with your child in school are supported in delivering the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work and resources.• Ensuring that the school’s SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
Learning Support Assistant (LSA)	<p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and / or disabilities and whilst they have a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to the Class teacher / SENCO.</p> <p>Of course, as a school we welcome daily dialogue between parents and LSAs on how a child’s day has been and we do actively encourage this continued feedback.</p>

Special Educational Needs Co-ordinator (SENCO)	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school: • Ensuring you are involved in supporting your child's learning. • Ensuring you are kept informed about the support your child is getting. • Ensuring you are involved in reviewing how they are doing. • Ensuring you are part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEN register, (a system for ensuring all the SEN needs of pupils in this school are known and understood) and checking / maintaining your child's records of progress and needs. • Providing/signposting specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress. • Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that show your child's targets. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
Headteacher	<p>is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. • Entrusting the daily responsibility for SEN to the SENCO and class teachers and overseeing effectiveness of this. • Ensuring the Governing Body is kept up to date about any issues in the school relating to SEN.
Headteacher and SENCO	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Overseeing the effectiveness of provision for children with SEN. • Assisting with the development of the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Monitoring, tracking and analysing the progress and attainment of all children
SEN Governor	<p>is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEN Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and / or disabilities. • Making visits to understand and monitor the support given to children with SEN in the school and being part of the process to ensure your child achieves his/her potential in school.

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Support (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy Service.

Types of support	What would this mean for your child?	Who receives this support?
Class teacher - teaching	<p>Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</p> <p>Ensuring that all teaching is based on building on what your child already knows, can do and can understand.</p> <p>Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</p> <p>Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.</p>	All children in school
<p>Specific small group work which may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher (or most often an LSA who has had training to run these groups) <p>These are generally called 'Intervention groups' by schools.</p>	<p>Your child's teacher will have checked on your child's progress and will have thought that specific group work could be offered to help close the gap between your child and their peers.</p> <p>The teacher or outside professional (like a Speech and Language Therapist) will plan group sessions for your child with targets to help your child to make more progress.</p> <p>A LSA /teacher/Outside Professional will run these small group sessions using the teacher's plans or a recommended programme.</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>(Previously the Stage of SEN Code of Practice called School Action, which means they have been identified by the class teacher as needing some extra support in school.)</p>
<p>Specified Individual support (usually more than 20 hours)</p> <p>Sometimes, if your child requires</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, you can find more about it in the Local Offer on the County Council website: www.suffolk.gov.uk</p>	<p>Children whose learning needs are:</p> <p>Severe, complex and lifelong</p> <p>Need more than 20 hours of</p>

<p>this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Support Services (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy Service, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you, and all professionals involved with your child, to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate.</p> <p>After the reports have all been sent in, the Local Authority will decide if your child’s needs are severe, complex and lifelong requiring additional support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan.</p> <p>The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</p> <p>An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	<p>support in school (This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). For children in the DSP, this is often written up as a Profile of SEND.</p> <p>This means your child will have been identified by the class teacher/SENCO/other professionals as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.)</p>
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> • We would like you to visit our school with your child to have a look around and speak to staff. • If other professionals are already involved, a meeting may be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals/ other provisions, to support the transition. • We may come for a home visit and/or visit your child if they are attending another provision. • We may suggest writing a plan of action to help your child to settle more easily. 	
<p>How can I let the school know I am concerned about my child’s progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child’s progress you should speak to your child’s class teacher. • You can also speak to the SENCO. • The Head Teacher can be contacted if you have concerns about how your child’s SEN is being managed. 	
<p>How will the school let me know if they have any concerns about my child’s learning in school?</p>	<ul style="list-style-type: none"> • Where there are concerns about your child’s progress or learning, the teacher may raise this with the SENCO as relevant. • The school also has termly pupil progress meetings to ensure all children are making good progress. • The school will make a decision as to whether to monitor this further, or set up an intervention group and inform you. 	

	<p>If there are further concerns about your child's learning, the school will discuss this with you:</p> <ul style="list-style-type: none"> • Any concerns you may have • To plan any additional support your child may receive • To discuss with you any referrals to outside professionals to support your child's learning • How we could work together, to support your child at home/school.
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Extra in-class support, or group intervention is allocated by the class teacher, the SENCO or other professionals involved with your child, depending on their level on need. • Extra support from external professionals can be allocated by the SENCO or other professionals involved with your child, depending on their level on need. • Progress of all interventions and support is reviewed regularly to evaluate progress and to see whether changes can/should be made. • From the overall school budget, the Head Teacher decides on the budget for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of the needs of the children in the school. • The Head Teacher and the SENCO, discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected <p>and decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> • Resources/training and support are reviewed regularly and changes made as needed.

WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEN IN THIS SCHOOL?

- Educational Psychology Service
- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures)
- School Nurse
- Speech and Language Therapist
- Specialist Advisory teachers

OTHER WAYS THAT WE WILL SUPPORT YOUR CHILD

<p>How are the adults in school helped to work with children with an SEN and what training do they have?</p>	<p>Part of the SENCO's job is to support class teachers in planning for children with SEN.</p> <p>The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia, inclusion etc.</p> <p>Whole staff training to share knowledge, strategies and experience of SEN.</p> <p>Individual teachers and support staff often attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service.</p>
<p>How will the teaching be adapted for my child with learning needs (SEN / Disabilities)?</p>	<p>Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable our child to access their learning as independently as possible.</p> <p>Specially trained support staff can implement the teacher's modified/adapted planning to support the needs of our child where necessary.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</p>
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<p>Your child's progress is continually monitored across by his/her class teacher.</p> <p>Attendance, engagement in learning and behaviour are also monitored.</p> <p>His/her progress is reviewed formally every term and a National Curriculum level given.</p> <p>You will be informed of your child's progress and attainment at Parents/Carers' evenings in the Autumn and Spring terms and will receive a school report at the end of the school year.</p> <p>If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'.</p> <p>At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.</p> <p>At the end of Year 1, a formal phonics assessment 'Phonics Screening' is carried out. If children are exempt from this due to working below the level of the assessment, they will be assessed at the end of Year 2 instead.</p> <p>Children at School Action and School Action Plus will have an IEP (or PLP) which will be reviewed every</p>

	<p>term and the plan for the next term made; ideally with your involvement.</p> <p>The progress of children with a statement of SEN/ EHC Plan, or a Profile of Special Educational Needs, is formally reviewed at an Annual Review with parents and all other adults involved with the child's education.</p> <p>The SENCO will have an overview of your child's progress.</p> <p>A range of ways to keep you informed which may include:</p> <ul style="list-style-type: none"> • Home School book • Letters / certificates sent home • Additional meetings as required • Reports • Parent's evenings
<p>What support do we have for you as a parent of a child with SEN?</p>	<p>We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support them and can share what is working in both places.</p> <p>In addition:</p> <ul style="list-style-type: none"> • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All Information from outside professional agencies may be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • IEP's (or PLP's) are reviewed each term; ideally with your involvement. • Statements/ Profiles of SEN or EHC plans are reviewed each year; ideally with your involvement. • Homework may be adjusted to your child's individual needs • A home/school contact book may be used to support communication with you.
<p>How have we made this school physically accessible to children with SEN?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disabilities via ramps. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has disabled toilet facilities. • Nexus tablets and laptop computers are available so children may use computing hardware in all areas of the school in a position comfortable and appropriate to their needs. • Occupational therapy and other specialist provider consults are sought to support children's physical needs where the school is unable to provide an effective support from existing resources.
<p>How will we support your child when they are leaving this school? OR moving on to</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:</p>

<p>another class?</p>	<ul style="list-style-type: none"> • We can contact the new school’s SENCO to pass on any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information and relevant documents (including IEPs) will be passed on to the new class teacher and a ‘handover’ meeting with the previous and new teacher will take place. • If your child would be helped by a book, or other resource to support them understand moving on, then it may be made for them. • There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and to see their new classroom. <p>In Year 6:</p> <ul style="list-style-type: none"> • The SENCO from our feeder High Schools contacts us to exchange all information to support the transition of your child to high school and set in place any specific programs of support. • We arrange extra transition visits for your child to become familiar with their new surroundings. • In some cases staff from the new school will visit your child in this school.
<p>How will we support your child when they join our school part- way through the year?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible. If your child is planning on moving to our school:</p> <ul style="list-style-type: none"> • We invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved with the child, a meeting of all the professionals may be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts • A home visit may be made, and/or a visit your child of they are attending another provision • We may put ‘settling in’ strategies in place • If your child has moved to our school without a transition: • We will contact the previous school to arrange for transfer of information as soon as is possible • Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals. • The class teacher will endeavour to assess your child’s levels of attainment in numeracy and literacy as soon as possible of them arriving at our school and will plan accordingly, with SENCO input, as relevant.

GLOSSARY OF TERMS

ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
EHCplan	Education, Health, Care Plan
EP	Educational Psychologist
IEP	Individual Education Plan
LSA	Learning Support Assistant
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability

Useful links

<http://www.autism.org.uk>

<http://www.dyslexia.uk.net>

<http://www.dyspraxiafoundation.org.uk/dyspraxia-children>

<http://www.suffolk.gov.uk/education-and-careers/special-educational-needs>

<http://www.suffolkchildrenscentres.com>