

SEN Information Report

1. The kinds of special educational needs for which provision is made at school

We cater for children with a range of special educational needs, such as those children who may be on the Autistic spectrum, children who are visually impaired, hearing impaired, children with mobility issues, children who have ADHD and children with global delay. However, regardless of whether a child has a diagnosis we will do our utmost to ensure that they receive the provision they require to be able to achieve their best, become confident individuals living fulfilling lives and make successful transition into adulthood, whether into employment, further or higher education or training.

2. How do we identify and assess children with special educational needs?

At Slip End Village School we undertake a rigorous system of monitoring pupils' progress to help with early identification of areas causing pupils' barriers to learning. Pupils identified as having Special Educational Needs will be placed on the school's Inclusion List and have a Personalised Provision Plan (PPP) drawn up with targets for pupils to work towards. PPPs will be reviewed on a termly basis with new ones written accordingly. At every stage of this process, parents and carers are fully informed and engaged in order that everyone involved in the care of the child can work together to help them progress swiftly with their learning.

3. Information about provision for pupils with SEND

Additional or different support from that given to others may be required in order to help children with Special Educational Needs. This may take one of several different forms:

- High quality differentiated teaching – Where teachers plan to meet the needs of their pupils through pupil specific learning tasks, resources and/or support in class.
- One to one intervention sessions – Often delivered by Learning Support Assistants outside of the classroom where pupils can work quietly and uninterrupted on Personalised Provision Plan targets
- Small group intervention sessions – within the class (delivered by class teacher or Learning Support Assistant) or out of class (usually delivered by a Learning Support Assistant).

We endeavour to make reasonable adjustments within the school day in order to enable all children to access learning effectively this may include adjusting where a child sits in class to ensure that they can see/hear properly, giving a child ear defenders to help them cut out noise that may affect their ability to concentrate and giving a child a 'time out' card to use if they need to have some quiet time.

We are also able to deliver programmes such as 'Time to Talk' which develop pupils' social, oral and interaction skills and we also provide pastoral support sessions.

4. Name and contact details of SENDCO

Our SENDCO is Miss Ashleigh Holding who can be contacted on the school telephone number: - 01582 726058 or via e-mail slipend@cbc.beds.sch.uk

5. Information about staff training and specialist expertise

We endeavour to ensure that all of our teaching and support staff are fully equipped in order to ensure that we are providing high quality first teaching to all children and especially those with SEND. Wherever possible staff will attend relevant in house or external training which is specific to the needs of our pupil.

We are also able to access specialist support and expertise through the Chiltern Special Needs School in Dunstable along with a variety of external agencies such as Jigsaw.

6. Information about how equipment and facilities to support children with SEND will be secured

In the event that specialist equipment is needed in order to support a child with SEND we will endeavour to ensure that this is in place before the child starts Slip End. In the event that equipment is required after the child has started we will make sure that it is in place at the earliest possible time.

7. Arrangements for parental contact and involvement

Parents are invited into school for Parent Consultation Evenings three times a year. Parents are also encouraged to talk to their child's class teacher regularly and to contact the SENCO should any issues arise. We endeavour to make parents feel at ease and comfortable when communicating with us and that we are here to listen whenever they need.

8. Arrangements for child views

Children are asked their view on their needs and how we can best meet them when looking at their PPP's and SEND support plans. We feel that it is vitally important that children's views are listened to, acknowledge and considered throughout their education.

9. Arrangements re complaints

Please see the complaints policy and procedures which are detailed on our website.

10. How we use other agencies i.e. health and social services in supporting families.

Developing effective partnerships with external agencies and support services such as speech and language therapists and occupational therapists are a key aspect of ensuring that pupils identified as having Special Educational Needs and/or Disabilities along with their parents/carers have access to professional support and advice. Professionals sometimes conduct school visits to assess pupils in the classroom; parents/carers are always fully engaged with this process

11. How do we support parents of children with SEND

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The Inclusion Manager/SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- PPPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

12. Arrangements for transfer to new school or phases of education

We aim to ensure that you child has a smooth transition into either a new age phase within school or into a new school. We do this through meetings to ensure that all relevant information is passed on, visits and ensuring that the children have SEND support plans which clearly identify their needs, strengths and goals for the future.

13. Local offer info.

Please find the link to the Central Bedfordshire Local offer here.