

Roos CE VC Primary School

SEN Information Report

Contact Details

Special Educational Needs Coordinator (SENCO)
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Roos CE VC Primary School

SEN Governor
Harry Gregg

What is the ethos of the school regarding children with SEND?

Roos CE VC Primary School aims to provide access to a broad and balanced curriculum for all pupils in the school. We aim to include children with special educational needs in the full range of experiences that are open to pupils in our school. We consider that whenever possible pupils should be able to participate fully in the national curriculum. Those children with special educational needs should develop a healthy self-image through being regarded as worthwhile members of the community who can succeed and contribute at their own level. We are committed to helping children with SEN achieve highly. We aim to identify need early and put in place personalised provision to help them reach their full potential.

How does the school identify children with SEND?

Children with SEND are identified in accordance with the school's **SEN Policy** and the **Assessment Policy**. The progress of all children is monitored regularly by the class teacher and the senior leadership team, so that when a pupil is not making expected progress the school can quickly identify the need for support. Where appropriate, children are assessed by an SEN Consultant Teacher or the Educational Psychologist. Children at the end of Year 1 are also assessed with the national Phonics test and at the end of Key Stage 1 and Key Stage 2 are formally assessed using the National Curriculum Assessments.

How does the school assess and review the progress of children with SEND?

Pupil progress meetings are held each term where the class teacher meets with the senior leadership team to discuss the progress of all children in their class. In addition, termly review meetings are held for children with SEND where individual outcomes are reviewed and set. Parents are invited to participate in these meetings where they contribute to a Termly Support Plan. The views of children with SEND are sought in a manner according to their age and stage of development. Pupils with a statement or Education and Health Care Plan will also have an annual review to review their targets.

How will the school let a parent/carer know if they have any concerns about their child's learning?

If a teacher thinks that a child may have additional needs they will discuss these concerns with parents. Parent Consultation Meetings also take place in the Autumn and Summer terms.

How are children supported in moving between phases of education?

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Discussions are held between the class teacher and the receiving school to ensure that the child's needs are understood. Children will attend a transition day in their new school and additional days are arranged for children who need more time. Secondary school staff visit children in school to talk about what to expect and answer any questions they may have.

What are the different types of support available for children with SEND?

Quality first inclusive teaching is clearly defined in our school and we expect all staff to deliver this. Should additional support be required. This is undertaken after consultation with the relevant staff, the child and their families as necessary. Teacher led interventions are used to support individuals and groups. In addition, our SEN Teaching Assistant withdraws children to deliver intervention programmes. Teaching assistants are available to support children during whole class work which is differentiated to meet the children's needs.

The SEN Teaching Assistant has been trained in the Emotional Literacy and Support Programme (ELSA) and works with children on a range of social and emotional issues. She is available to speak to children when they need support or would like to raise a concern.

We work with outside agencies that provide specialist support, programmes of work and resources.

How will teaching be adapted for a child with SEND?

As with all children, monitoring and assessment allows the teacher to plan for each child's next steps in learning. Teachers and Teaching Assistants within the school are able to adapt their teaching and environment to suit a range of learning styles. Where appropriate, advice is sought from outside agencies as to how best to adapt teaching.

What training has the staff received to support children with SEN?

Training is arranged to ensure understand the needs of the particular children they work with. Training has included:

- Supporting children with Dyslexia
- Supporting children with an hearing impairment
- Brain, behaviour and attachment

Which other people and organisations provide services to children with SEND in your school?

We are able to access a wide variety of services depending on the individual needs of children and their families:

- Speech and Language Therapy
- Educational Therapy and Behaviour Support Team
- Sensory and Physical Teaching Service
- Marcus Brown Consultancy (SEN Consultant Teacher)
- School Nurse
- CAMHS - Child and Adolescent Mental Health

How does the school evaluate the effectiveness of provision for children with SEN?

Interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning and meet children's needs.

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

All activities are available to all children in the school. Adaptations are made and advice is sought where needed.

Complaints

Please refer to the school's complaints procedure. This is available on the school website.