

Support for your child: SEN Information Report – March 2017



Our aim is to help your child achieve the very best they can at school. To make this happen your child may need some additional help and support for some or even all their time at school.

If you think your child may have Special Educational Needs and/or a Disability, or just needs an extra bit of help, then this document should help you understand who can help and how this support can be accessed.

You may also wish to read our SEND Policy, available on the school website.

Teaching and Learning

We are an all-inclusive school. We welcome children of all races and faiths, languages and cultures.

Each class has a teacher and full time teaching assistant.

We pay rigorous attention to the core skills of English and Mathematics. Most foundation subjects are taught through the International Primary Curriculum which is giving us the opportunity to shape the curriculum that is right for our own school community.

High quality, differentiated teaching ensures that all pupils access the curriculum. This could be achieved through differentiation and/or adapting classroom practice to suit the pupils' needs. The class or subject teacher may also instigate a short-term intervention to enable the pupil to "catch up".

If a child continues to have difficulty, or has a high level of difficulty when they join us, or as they change during their school life, they may be considered to have a special educational need or disability (SEND). Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. They will need extra, or different, help. School and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in school.

We use a mentoring system to help track progress and attainment for our pupils. Children that have been identified as SEN Support have personalised targets that may not always be attainment focussed: *Speech & Language; Emotional; Social skills development; Sensory/motor skills development*. Progress toward meeting planned outcomes is tracked and reviewed regularly.

We also have a Resource Provision for 7 pupils with Autistic Spectrum Disorder. It is managed by a specialist teacher and 2 teaching assistants. Many of our staff in mainstream have received training in teaching and supporting children with ASD.

We seek regular advice and support from a wide range of professionals including Speech and Language and Educational Psychology.

Working with parents

Webster has an open door policy and parents and carers are invited to contact the school at any time if they need advice and support in regard to their child's education. All teachers will happily make appointments to meet parents before or after school, as will the Principal, Head of School, Inclusion Leader or SENCO.

We provide many links between home and school which include:

Webster Weekly newsletter

School Twitter feed

School website

Reports to parents each year (SFA, Assertive Mentoring)

3 x Parents Evenings each year

Stay and Share sessions for parents in each class

We also provide a full time Family Support Worker who provides a range of support services and will always provide an impartial ear to listen to any concerns.

If a child has a Statement of Educational Need or Education, Health and Care Plan (EHCP), an annual review is held every year. A child under the age of 5 with either a Statement or an EHCP will have a review every 6 months.

The reviews are held in school and led by the Inclusion Leader. We invite parents/carers, class teacher, support worker, and any outside agencies that have been working with the child. A representative from the Local Authority may also be invited. If appropriate, the child will also attend; if they do not attend, their views will be sought prior to the review and shared at the meeting.

If a child has been identified as having a Special Educational Need but does not have a Statement or EHCP, then there will also be regular meetings throughout the year to discuss their progress with parents and other relevant professionals.

An Early Help Assessment (EHA) may also be completed to support the family and the child. More information about this will shortly be available on our school website.

Keeping Children Safe

Risk assessments are planned for very specific reasons to ensure that our children are kept safe at all times. In line with Local Authority procedures, a risk assessment will be carried out prior to any offsite visit and will be agreed with the Principal.

Some children may have an Individual Healthcare Plan (due to medical needs, physical disabilities). They may also require a personalised risk assessment for certain activities. This will be completed by the Inclusion Leader and class teacher and will be included in the whole class risk assessment. They may also have a Personal Emergency Evacuation Plan which will be completed by the Inclusion Leader or SENCO and agreed with parents and key staff. Please see the Medical Conditions Policy on the school website for further information.

Health (including Emotional Health and Wellbeing)

Children that require regular medication will receive an Individual Healthcare Plan which is produced in consultation with parents/carers and key staff members. Please see the Medical Conditions Policy on the school website for further information.

We seek advice for relevant professionals when planning provision for children with additional needs. Appropriate staff will receive training where necessary.

We have strong links with our school nurse and referrals can be made to this service through the Inclusion Leader. They will be able to carry out hearing and vision tests and make referrals to other services, such as weight management clinics. The school nurse is also able to refer your child to the Child and Adolescent Mental Health Service (CAMHS).

Our Family Support Worker, Jackie Murray, may work with identified children to develop their emotional well-being and self-esteem; additional work may be carried out with the extended family. She is also our Healthy Schools co-ordinator.

Working Together

Annual questionnaires are given to Parents/Carers as parent view is encouraged.

The school has several Parent Governors on the Governing body and there is a dedicated SEND Governor.

Pupil voice is very important in our school. We currently have Learning Ambassadors and an eco-team as well as lunchtime monitors.

Half termly mentoring meetings are held on a 1:1 basis with each child and their class teacher. Strengths and areas for development are discussed. This information is then sent home to parents.

What Help and Support is available for the Family?

A Parent/Carer's first point of contact is their child's class teacher and they can then signpost them if necessary for further support.

There is a dedicated Parents section on our school website that provides information about events, activities and workshops taking place in school.

We have a Family Support Worker (FSW) who offers support, guidance and advice for families. She is able to provide support with completing forms and paperwork, immigration issues, housing issues, finding childcare facilities and many other areas. She can also work with families to support through Early Help Assessments (EHAs).

Transition to High School

Children are given opportunities to visit their new High School during Year 6. Throughout the year there may also be opportunities for children from different year groups to attend activities, workshops and other activities at the local schools.

We have links with the local schools to make sure that all information is passed on to the new schools to ensure a smooth transition.

If a child has a Statement of Educational Needs or Education, Health and Care (EHC) Plan, the transition to High School starts in Year 5 where we will support Parents/Carers with making school choices. A member of staff from the chosen high school will be invited to attend the Year 5 annual review.

Extra-Curricular Activities

We have a range of after school activities that are open to pupils. Some activities may be specific to a particular year group of class and some may occasionally incur a small cost.

After school clubs include: Karate, Science club, Steel Band, Sports coaching, Dance

We have a breakfast club that runs from 8.15am each morning and is free of charge. Children must arrive between 8.15 – 8.30 to attend.