

Trentside Federation Special Educational Needs and Disabilities Information Report

The SEND Code of Practice 2014 defines a child as having a Special Educational Need or Disability if they have:

“a significantly greater difficulty in learning than the majority of others of the same age.”

Or

“has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.”

1. How does the Trentside Federation identify if a child needs extra help?
 - ❖ Our SEND Policy sets out in further detail are children with SEND are identified and assessed.
 - ❖ If a child is identified as having a Special Educational Need or Disability before attending one of our schools, the Special Educational Needs Coordinator (SENDCo) and class teacher will talk to the relevant agencies involved and any previous childcare or education settings.
 - ❖ Effective assessment processes are used daily and formatively done three times a year (at the end of each term).
 - ❖ After in-depth analysis of progress during pupil progress meetings by class teachers, subject leaders and the senior leadership team, individual children are identified and barriers to learning are acknowledged. Appropriate action is then taken to reduce any negative impact upon your child's success.
 - ❖ Changes in behaviour are noted which may be effecting attainment.
 - ❖ The SENDCo provides advice and guidance to staff if queries/questions are asked of her. This will be individual to each child and an initial concern form is created and shared with you. From this we will then decide on the best course of action to take.
2. What should you do if you think your child could have a Special Educational Need?
 - ❖ Talk to your child's class teacher. This could lead to further discussions with the SENDCo and an action plan created as to the next steps needed in order to support your child.
3. How will the Trentside Federation staff support your child if they have a Special Educational Need or Disability (SEND) and ensure the curriculum is matched to their needs?
 - ❖ High quality classroom teaching is a given and this is monitored by the senior leadership team. It is non-negotiable that your child will receive a broad, balanced and relevant curriculum.
 - ❖ Teaching materials and resources will be differentiated appropriately.
 - ❖ An Individual Support Plan (ISP) will be created which identifies small focused targets to support your child with aspects that they are finding more challenging. It also includes ideas of how staff can support your child to meet these targets and how often the support that will be provided. The ISP will be considered when teachers plan lessons to ensure your child is able to learn and achieve.
 - ❖ If required, the Class Teacher, SENDCo and parents work together with the Local Authority (North Lincolnshire) to create an Education Health Care Plan (EHCP). This includes details of the support your child will receive from various agencies, additional resources that will be needed, adaptations for the environment, medical information and long term outcomes. More information at EHCP can be found on the North Lincolnshire website.
 - ❖ Outside agency advice will be sought and suggestions implemented.

- ❖ Teaching assistants may be allocated to work with and support your child during classroom activities.
- ❖ Additional one-to-one adult support could be provided.
- ❖ Small, focused group work lead by an adult could be used.
- ❖ Specific intervention programmes may be delivered if appropriate to your child's need.
- ❖ Pupil progress meetings are held termly to discuss children's progress. This shared discussion may highlight any potential problems in order for further support to be planned.
- ❖ Work will be differentiated by the class teacher to enable them to access the curriculum and achieve.
- ❖ A variety of teaching approaches are used during lessons to incorporate the different learning styles of the children – visual, auditory and kinaesthetic.
- ❖ Provision maps are completed that show the range of interventions taking place at any one time. These change regularly when we identify a need for additional support.
- ❖ If appropriate, specialist equipment will be provided (eg. a pencil grip, coloured overlaps, easy to use scissors, a posture cushion).
- ❖ Teaching assistants are under the direction of class teachers who use Individual Support Plans (ISP) and Educational Health Care Plans (EHCP) to plan for the effective use of these staff.
- ❖ The SENDCo checks with the class teachers and the teaching assistants that the children are receiving what is stated on their Individual Support Plan (ISP) or Education Health Care Plan (EHCP).

4. How will you know if your child is making progress?

- ❖ We have an open door policy for any daily information that needs to be shared between yourself and school. This could include phone calls.
- ❖ Parent consultation evenings take place twice a year (Autumn and Spring Term) where progress is discussed.
- ❖ In July, an annual end of year report is written which identifies achievements and progress within each subject and there is also an opportunity to discuss your child's end of year report.
- ❖ Individual Support Plans (ISP's) are reviewed on a termly basis and new targets set to support your child. Everyone involved in the delivery of the ISP is involved in this review including the children and yourselves.
- ❖ Educational Need or Education Health Care Plans (EHCP) are reviewed annually. This will involve all agencies that support your child along with yourself and your child.
- ❖ External or specialised services will produce reports that are shared between yourself and the school once assessments or a programme of work has been done with your child.

5. How will the Trentside Federation consult with your child about their needs?

- ❖ Teachers will talk to the children about their targets and how they can achieve them
- ❖ Discussions about tasks and activities that are going to be carried out take place.
- ❖ Child friendly materials are used to discuss wishes and feelings.

6. What training have the staff who support children with SEND accessed at the Trentside Federation?

- ❖ All teachers hold qualified teacher status and all teaching assistants have the relevant level of qualification based on their position within the school.
- ❖ The SENDCo attends regular Local Authority meetings to ensure government policy is adhered to and updates are provided.
- ❖ All teachers and teaching assistants regularly receive training to support high quality wave one teaching that provides support and challenge as required for individual children. This will enhance children's skills and develop their knowledge.

- ❖ All the classroom based staff are trained to be able to adapt to a range of Special Educational Needs and Disabilities.

7. What specialist services and expertise are available at or accessed by the Trentside Federation?

- ❖ The SENDCo is trained to undertake screening for Dyslexia and then make suitable suggestions as to support that could be implemented whether the outcome suggests a Dyslexia diagnosis or not.
- ❖ Some teaching assistants have been trained to deliver the Beat Dyslexia programme to support children who have Dyslexia.
- ❖ Some teaching assistants have been trained to deliver the Madeline Portwood physical mobility programme for children with Dyspraxia and other physical difficulties.
- ❖ Learning and Development Mentors are in place who can offer a comprehensive programme either on a one-to-one basis or as part of a small group. Children may access this intervention if it is felt to be beneficial. You will be involved in discussions around this before any intervention begins.
- ❖ Educational Psychologists are available to observe children upon request for a variety of reasons. They can provide a programme of support, suggest other professionals that could become involved in additional provision, or advise on resources that could be used and implemented to support your child.
- ❖ There is a Behaviour Support service within the Local Authority as well as a Physical Disability Support Service (PDSS),
- ❖ A specialist team to support children with Autism (ASET).
- ❖ Specialist health services can be accessed including Speech and Language Therapy (SALT), Hearing Impaired Service (IH), Occupational Therapy (OT), Visually Impaired Service (VI), and Child and Adolescent Mental Health Service (CAMHS).
- ❖ We also work with Children's Services as and when the need arises.
- ❖ Continual Professional Development is provided for individual staff as need arises.

8. What support will be available for your child's overall well-being?

- ❖ Both schools are inclusive and we welcome and celebrate diversity, and support social and emotional development throughout the school day.
- ❖ All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress.
- ❖ Trained first aiders are at both schools with specialist paediatric training given to those staff working within the Foundation Stage.
- ❖ Medication can be administered by a member of staff with written permission and instructions/guidance from yourself (see the Supporting Pupils at School with Medical Conditions Policy for further details).
- ❖ If your child has a specific medical need, a Health Care Plan is written so that all staff are aware of what to do and how to do it if the need arises.
- ❖ We have a system of rewards and sanctions for behaviour management for all children (please refer to the Behaviour Policy and the Anti-Bullying Policy for more information).
- ❖ We plan and deliver a selection of Personal, Social, Moral and Emotional lessons to all children at the appropriate level to fall in line with the expectations of the National Curriculum.
- ❖ We monitor attendance and support children upon return if needed.
- ❖ We have a trusted adult scheme in which the children nominate staff members that they would talk to and share any concerns with. These are then followed up by those particular staff and the outcome shared with the children and parents if required.

9. How will your child be included in activities outside the classroom, including school trip?
- ❖ The schools Equality Policy promotes involvement of all of our pupils in all aspects of the curriculum.
 - ❖ For each educational visit off of school site, a risk assessment is carried out in accordance with the guidelines set out North Lincolnshire Local Authority.
 - ❖ Both inside and outside of school, if there are concerns for the safety and access for your child, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs. If appropriate, you will be consulted and involved in the planning.
10. How accessible is the school environment?
- ❖ We endeavour to make the learning environment as fully accessible and inclusive for all learners as possible.
 - ❖ Written risk assessments are carried out and updated each term in line with recommendations from the Local Authority (North Lincolnshire).
 - ❖ Visual risk assessments are carried out each day to ensure all children are safe and secure when at school. Procedures are in place to ensure that all the access points are secured once the children are inside from 8:50 until 3:30.
 - ❖ Both schools within the Trentside Federation are on one level and can be accessed without the need of using steps.
 - ❖ For further details, please see the Accessibility Plan.
11. How will the Trentside Federation prepare and support your child during transition times?
- ❖ If joining one of the Trentside Federation schools, from no prior setting, a school prospectus and information pack is provided along with suitable visits prior to starting based on individual needs.
 - ❖ If transferring from another setting, a school prospectus and information pack is provided along with suitable visits prior to starting based on individual needs. We will also contact the previous setting and request that assessment information and any supporting documents are forwarded to support a smooth transition.
 - ❖ We have a good relationship with our local secondary school, and are in contact regularly with issues related to transition. We would provide further support for your child if they have an identified Special Educational Needs or a Disability, including additional pastoral support and visits.
 - ❖ All enquires and requests for information from other setting are adhered to.
12. How are the Trentside Federation's resources allocated and matched to the individual SEND of your child?
- ❖ The Trentside Federation's finances are monitored and audited regularly and we utilise resources the support the strategic aims of our setting as well as individual learners needs. We seek to ensure a 'value for money' service.
 - ❖ All interventions are evaluated for their effectiveness in supporting your child to progress and achieve. Within this we often look for alternatives that could be used to increase the impact.
13. How can you be involved in the school and know what is happening with your child?
- ❖ Support your child with the completion of homework and additional tasks that are set including reading regularly.
 - ❖ Attend termly review meetings to discuss your child's Individual Support Plan (ISP) and the next targets that should be worked towards achieving.

- ❖ Attend the Annual Review meeting if your child has a Statement of Educational Need or Education Health Care Plan (EHP).

14. Who can you contact for further information?

- ❖ In the first instance, talk to your child's class teacher.
- ❖ Ask for an appointment to speak to the SENDCo or the Headteacher.
- ❖ Special Educational Needs and Disability Information, Advice and Support Services (SENDIASS) provide impartial advice and support. For contact details see the North Lincolnshire Website.

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