

Findern Primary School



Findern SEND Information Report – 2018/2019

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At Findern Primary School we believe that effective inclusive practice ensures that all children are encouraged and supported to reach their full potential educationally, emotionally and physically.

All children have the right to access the same opportunities as their peers and benefit from the teaching that takes place in a mainstream setting.

Findern Primary school is fully inclusive and welcomes all children.

We have clear pathways which enable us to recognise children's individual differences and a range of interventions that ensure all children's needs are met.

SENCo: Amy Greenway

Who can be contacted at school on 01283-702150

info@findern.derbyshire.sch.uk

Parent Consultation

- Parents are consulted regularly and we have an open door policy for all parents. The SENCo, classroom teachers and teaching assistants are easily accessible to parents and are visible at key points of the day.
- Parents of children with additional needs have regular communications with school staff.
- Children who are recognised as having moderate learning difficulties have open access to the SENCo and parents are given feedback from interventions and progress towards individual Learning Plan targets at Parent's Evenings, or whenever parents request information.
- Children who have medical needs have meetings to create and/or review care plans and agree arrangements with the school in liaison with the school nurse.

Reviewing progress

- At Findern we have high expectations of all pupil outcomes and progress. Therefore children's progress is looked at frequently and in detail.
- Every pupil receives:
 - a yearly progress report that details assessment and targets;

- two parent consultations per year at which progress and targets (including Learning Plan targets) are discussed.
- Children with significant SEND will have:
 - meetings at various times throughout the year, as necessary, with a range of professionals to discuss progress.
 - at the end of the year these children will have a child-centred Annual Review to give a very comprehensive review of the year's achievements - to which all professionals surrounding the family will be invited.
- Children are regularly assessed and their progress recorded including the use of photos, film and daily home/school books, as well as closely monitored planning and marking of outcomes.
- Evaluating the effectiveness of our practice is always an important component. We moderate our practice and outcomes along with other similar schools and gather parental responses to ensure we are monitoring our continued impact.

Teaching

- We have a clear whole school approach to teaching and supporting children and our high standards are equally relevant for children with SEND.
- Teachers are knowledgeable about SEND and use this in their planning and assessments.
- Teachers are aware that to support these children in their learning they will require different strategies and resources in order to reach all children.
- All children begin with the whole class teaching, some children then access additional interventions in groups and 1 to 1 sessions, as necessary, both inside the classroom and in small group rooms or activity spaces.
- All children have daily input from teachers, but those that have one to one support receive a balance of teacher input and then support from a specialist teaching assistant.
- We use a range of strategies such as: meta-cognition strategies; visual supports and scaffolds; visual timetables; sensory profiling; communication profiling; and I pads as learning tool.

- All staff are given relevant training both within school and delivered externally.

Extra Curricular activities

We offer a large range of after school clubs, visits and tuition. All children are welcome to attend.

We encourage our children with SEND to join in with all of the schools activities .We also provide support for our children with SEND to attend residential visits. We provide support and appropriate transport for all trips and visits.

Pupil consultation/voice

- We believe that pupil voice is an integral part of our school development. We encourage all children to believe in their own capacity. We are ambitious in our expectations and our children respond to this. Pupil voice is very important within the school and the children are encouraged to use their voice in the School council; Good Work Assemblies and in Annual Reviews, amongst other things.
- Children are supported at transition points and transition visits are planned from year to year, where visits are made to their new classrooms and teachers to help with transition.

Social and emotional support

- We ensure that all pupils in the school feel valued and have opportunities to express themselves. We believe it is essential to educate the school community about the diversity and equality within the school. We promote these aspects of the school and celebrate the richness that it brings. This helps all children to develop an understanding of their peers who may have some very complex needs.
- Our teachers pick up on their pupils' emotional needs and then we direct children towards appropriate interventions.
- We are also a SEAL school and teach the children discreetly about social and emotional aspects of learning.

- We have playground leaders who work in the playgrounds to help teach the children how to solve friendship problems by themselves.

Multi agency work

- We work with many other schools and professionals to ensure that we continue to provide excellent support to all families.
- We actively engage with outside agencies to become involved in our school and have regular meetings with the school nurse and social services.
- We work with a range of external support services including:
 - Educational Psychology
 - Speech and Language Therapy (SALT)
 - Learning Support Services (LSS)
 - Language, Communication and Interaction Service (LCIS)
 - Child Development Centre (CDC)
 - School Nurse
 - Occupational Therapy (OT)
 - Hearing, Sensory and Visual Impairment Teams
 - Children and Young Person's Social Services (CYPS)
 - Behaviour Support Service (BSS)
 - RIET and Eleanor Smith Schools

All of these services work with the school to support children, teachers and families. They come into assess, support, train and report back to us regularly and can be contacted for advice when needed. The SENCo has a close working relationship with these services.

Looked After Children

Regular Meetings are held in school to support our looked after children. Their progress is monitored carefully and support is put into place where needed. Good communication exists between carers, social services and the school in order to support and plan for the needs of our looked after children. This process is managed by our SENCo.

Complaints

In the first instance we encourage parents to contact their child's class teacher. If concerns remain we ask parents to contact the SENCo Amy Greenway. In the unlikely event that a concern is not resolved parents are asked to contact the Headteacher.

Admission arrangements

We are an inclusive school who will offer school places to all children. When children with SEND start at our school we will arrange transition meetings with the child and family and relevant agencies to ensure that we have the appropriate support and facilities in place.

Access

Findern strives to be as accessible as possible. All of our school is on one level, but even so, we are able to make reasonable adjustments wherever possible to accommodate parents and pupils.