

Minety SEND Information Report September 2018



Special Educational Needs is defined as a significantly greater difficulty in learning than the majority of children of the same age and/or disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age. The aim of the Special Needs provision at Minety is to ensure that every child regardless of their academic ability has access to a broad and balanced curriculum. We believe that all children are special and that meeting every pupil's needs is a shared responsibility. We believe that parents should work in partnership with the school in order to support the needs of the child.

How does Minety School know if my child needs extra help?

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for future learning. We identify extra help by

- Identification through the class teacher, teaching assistant, parent concern
- Baseline performance/EYFS
- Identification after assessment weeks, daily marking and feedback
- Monitoring of attendance and behaviour
- Concerns discussed with SENDCO/Parents/Class Teachers - initially at transition meetings or parental consultation appointments
- Boost with intervention to see if a small boost works before a longer term plan is agreed
- In agreement with parents set up an individual Additional Support Plan to set specific, measurable, achievable targets and focus in on what can help a child in class.
- Set up interventions/additional in class support on an ongoing basis
- Use WGRSS (previously WIPD Wiltshire Indicators of Provision Document) to see if criteria are met for any type of specialist/external support.
- Review and evaluate provision according to need and then contact other agencies if necessary.
- Extra support can vary according to difficulty from level 1 – extra in class support and clarification of learning such as homework to interventions which along with class support can be detailed in an additional support plan or a My Plan. This can then be converted to a My Plan (or Education, Health and Care Plan – previously a statement) being put into place with legal protection and extra support in terms of resources, hours etc.

What should I do if I think my child may have a special educational need or disability?

- Contact class teacher or/and SENDCO
- Discuss any concerns at parents evenings
- Teacher, parents and SENDCO meet to discuss ways forward

The kinds of Special Needs for which provision is made at the school

- ASD
- Fragile X
- Dyslexia and literacy/numeracy difficulties.
- Hearing Impairment
- Sensory integration
- Visual impairment
- Physical difficulties
- Behavioural Emotional Difficulty

How does my child know what to do to achieve his or her very best level?

- Pupils are:
- Encouraged to participate fully in the life of the school.
 - Understand success criteria to enable progress to take place
 - Are expected to behave in a responsible and respectful way within a learning context
 - Have a role to play in voicing their suggestions as to how teachers can help them to learn better. Children are fully included in the drawing up of a support plan – their views on what is important to them, what others admire and like about them, what they like and do not like are included. In addition children’s views on what they find difficult as well as how they know they can help themselves and ideas for how others can help them are made note of and acted upon.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their way forward and what they need to work on in order to improve. Support is targeted to their individual needs. Pupils are invited to comment on what helps them.

How will I know how Minety School supports my child?

How will I know how my child is doing?

How will I be involved in discussions about and planning for my child’s education?

- We try to work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents with children with SEND is even more important so we do the following things
- Communicate regularly through three support meetings a year approximately thirty minutes each; teacher led with the SENDCO, teaching assistant or other outside agencies. An initial meeting to set up the My Plan (the Education Health Plan is a statutory right for a tiny minority of children who gain extra support) will be of approximately one hour so full discussions can take place. Children with My Plans also draw up a “one page profile” to describe a child’s needs and wishes for their provision in the future.
 - Homework – support from class teacher if child is finding work difficult to do at home
 - Open door policy encouraged so regular discussions on progress can be had – these additional meetings can be organised before or after school.
 - Teacher will contact you if they are concerned
 - Home school book instigated if closer contact needed
 - Parents’ evenings to feedback progress and attainment as well as any well being issues that may arise.
 - Annual report outlines attitude to learning, progress made and attainment gains compared to national expectations
 - Provide parents with a copy of the desired outcomes or My Plan agreed for their child and the strategies and interventions set up in school to help them achieve them.
 - Hold an annual review for any child with a Statutory My Plan [Education Health Care Plan].

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| <p>How will the curriculum be matched to my child's needs?</p> | <p>Teachers are responsible and accountable for enabling all pupils to learn. This responsibility includes the progress and development of all the pupils within their class, including where pupils access support from teaching assistants or specialist staff [HLTA, ELSA]. The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs of every child are met and adapted when necessary. To achieve this they:</p> <ul style="list-style-type: none"> • Plan appropriate learning/activities that ensure all pupils can be included • Ensure that support is available for all children (inclusive “quality first” teaching) • Use specific resources and strategies to support every child individually and in groups. • Differentiate the curriculum to take account of differing learning styles, interests and abilities. • Monitor individual progress by using appropriate assessments to set outcomes which are challenging but achievable • Plan lessons to ensure that there are no barriers to every pupil achieving by identifying those children who require additional or different support in order to make progress. • Class teachers will give learners choice and control. <p>Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics of race, gender, disability, sexual orientation, religion or belief and age (See Single Equalities Scheme).</p> |
| <p>How will you help me to support my child's learning?</p> | <p>Parents will support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home</p> <ul style="list-style-type: none"> • Parent Workshops in literacy and maths and general advice on how to help children learn. • Give parents access to individual support to further parents’ knowledge and understanding of teaching methods when necessary and appropriate. • At parents’ evenings or additional individual meetings teachers give advice on how to support children further at home. • Parents receive agency reports which often include support materials for home use. • Parents are given opportunities to attend area workshops on specific areas of need when available. • Use of the cluster parent support advisor. |

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| <p>What support will there be for my child's overall well-being?</p> | <p>The school promotes a positive behaviour ethos as outlined in our Behaviour policy. The school also teaches children strategies to help them socially and emotionally in the following lessons:</p> <ul style="list-style-type: none"> • PSHCE • Circle Time • Collective worship • Small group interventions; social skills which encompasses social stories, discussions and making choices. If necessary we also support children's social and emotional development in individual support sessions that teach social skills and coping strategies delivered by an ELSA. • The parent support advisor may give advice and opportunities for holiday activities. • The school gives opportunities for children to participate in after school enrichment. • The school gives all children equal opportunities to participate in all activities via the pupil premium money where appropriate. • Older children are given responsibilities to care for others. These include buddy systems and friendship groups. • There is a house system for children to be grouped with older children to encourage mutual support. • Inclusion Policy • Specialist equipment is accessed where necessary • There can be flexibility about the length of the day for children who need specialist arrangements • Short-term options may include:- Part-time hours Shorter day-Mornings/afternoons only Naps/Sleeping times for very young or children with medical need (a quiet medical room is always available for this) with intermittent supervision and staff in room alongside of it. • Children have additional support via their teachers and teaching assistants. | | | |
| <p>What specialist services and expertise are available at or accessed by the school?</p> | <ul style="list-style-type: none"> • Speech & Language therapy • Behaviour support • Educational Psychologist • Emotional Literacy Support Assistant • Social Skills • Support Groups | <ul style="list-style-type: none"> • Paediatrician • Medical Needs Access • Hydro, RDA • EMAS support • Health Visitor | <ul style="list-style-type: none"> • CAMHS [Community and Mental Health Service] • Counselling • CAF [Common Assessment Framework] • Play Therapy • ELSA [Emotional Literacy Support Service] | <ul style="list-style-type: none"> • Counselling services access • School Nurse • Occupational Therapy • Physio-therapy • Sensory resources/Sensory services • Picture Exchange Communication System |
| <p>What training are the staff supporting children and young people with SEND had or are having?</p> | <ul style="list-style-type: none"> • Talk Boost • Catch Up Reading • Social skills • Annual Medical training – medicines policy • O.T. supervised support | <ul style="list-style-type: none"> • WESFORD • Early Literacy Support • Success @ Arithmetic • Nessy • Accelerate/Write • EMAS support | <ul style="list-style-type: none"> • ELSA support • Social skills • SEAL [Social and Emotional Aspects to Learning] • PSHCE curriculum | <ul style="list-style-type: none"> • SPARKS • Gross motor skills • Reading strips, coloured overlays • Reading strips • Coloured overlays |

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| | <ul style="list-style-type: none"> programmes Up to date with latest dyslexia advice/training Training and up to date with appropriate technology | <ul style="list-style-type: none"> Read Write Inc Numbers Count | <ul style="list-style-type: none"> Team teach De-escalation | <ul style="list-style-type: none"> Catch Up Reading |
| Profile of pupils with SEN | Number of pupils on school's SEN record 21 children – 13% | Year Group Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Total | SEN Additional Support Category 2 2 2 2 4 0 6 | My Plan (EHCP -Prev. stated) 1 2 |
| | Gender of Pupils with SEN | Boys 15 | Girls 6 | Total 20 |
| Teaching/Support Staff | Teachers including part-time/group support teachers/ 1 to 1 Teachers 8 | Teaching Assistants 9 | Specialist Teaching Assistants Including HLTAs 4 | Total 21 |
| The Role of the SENCo | Mrs Greaves, the Head Teacher, is the SENDCo. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCo will also be responsible for overseeing the maintenance of the Special Needs Register. Within school there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by interventions already put in place – specialist expertise will be secured. | | | |

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| <p>The Steps Taken to Prevent Pupils with SEN Being Treated Less Favourably than Other Pupils.</p> | <p>We work hard to make a positive difference for those children that may need additional or specialist support and offer a range of interventions and ways of supporting learning.</p> <p>Our priority is to identify your child’s individual needs and provide support for them to learn, feel good about themselves and find ways of achieving success. To achieve this we work in close partnership with parents, carers, families, outside agencies, feeder pre-schools and secondary schools.</p> <p>Where a child in our school has been identified as needing SEND support we will take positive steps to remove barriers to learning. We assess, plan, do and then review what your child needs using an Additional Support Plan/My Plan to ensure that a child makes good progress and achieves good progress and outcomes. A small percentage of children may require an Educational Health Care Plan issued by the Local Authority. Their needs must first be assessed through a statutory assessment. Schools and parents can request this if the child’s needs meet the criteria set by the Local Authority. We will talk to parents and carers at each stage of the process.</p> |
| <p>How will my child be included in activities inside and outside the classroom, including school trips?</p> | <p>Activities and school trips are available to all - see Single Equalities Policy.</p> <p>Risk assessments and procedures are in place to enable all children to participate.</p> <p>If it is deemed that if a child needs one to one support then resources and appropriate provision will be allocated.</p> <p>Overnight support can be provided by a parent.</p> |
| <p>Can my child’s special dietary requirements be accommodated and how?</p> | <p>All of the following requirements can be met:</p> <ul style="list-style-type: none"> • Allergies e.g. dairy or nut allergies • Gluten free, Vegetarian etc. • Religious requirements. • Ketogenic • Support with high protein drinks /liquids to assist health needs • Separate storage for food |
| <p>How accessible is the school environment?</p> | <p>The school environment is suited to all children ref. Disability and Accessibility Plan which has ensured slopes are available everywhere for children. An all-weather pitch built in July 2015 has assisted with slippery conditions at playtimes in wet weather and children are allocated buddies and encouraged to join in with the young sports leader daily programme. An alternative that some children select is to be given special responsibilities to build confidence and assist in the smooth running of the school e.g. helping in the lunch hall, library or with tidying tasks.</p> |

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| <p>How will the school prepare and support my child when joining Minety School or transferring to a new school or post-16 provision?</p> | <ul style="list-style-type: none"> • Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a short time in their new class so they know the expectations. Photos of setting, staff and links can be made in the form of a transition booklet. • A child could be allocated a buddy to understand the procedure for school routines. All pre-school children have the opportunity to visit the school once a week with the pre-school and all children who are due to start at Minety – are given the opportunity to join their new Reception teacher for one afternoon a week during the Summer 2 term. <p>Once we know that a child has SEND we will meet with parents to decide on the desired outcomes that we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a “transition plan” to help a child settle into the school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.</p> <p>A one page profile can be drawn up to communicate to staff exactly how to help the child and explain what we are working on. Whenever a child moves to another school we always pass on school records to the new school. If a child has SEND we also :</p> <ul style="list-style-type: none"> • Pass on SEND records to the new school including SEND support plans or Statutory My Plans and one page profiles. • Liaise with the SENDCO/head-teacher or class teacher of the new school to clarify any information necessary • If needed we can include ways to support a child to have a settled move to a new school through their SEND support plan or Statutory My Plans. For example extra visits to the school or do transition work in the preparation for the move; maps or photographs of the new school or working on a new one page profile for the new school • If possible we invite the new school to the last annual review of a child with a statutory My Plans and a transition plan can be set up as part of the meeting. • A transition meeting is convened for any child with a Statutory My Plan at the end of Year 5 ready for Year 6 and moving into secondary education |
| <p>Admissions Arrangements for Pupils with SEND</p> | <p>All parents of children who have a statement of special educational need or Education, Health Care Plan have the right to name a school as a first preference in Reception and must be admitted to any Wiltshire School – Minety C of E Primary School will fully respect this right.</p> |
| <p>How are the school’s resources allocated and matched to children’s special educational needs?</p> | <p>The school has a delegated budget for children with Special Educational Needs and this is used for providing effective provision for children who have specific needs. The school will allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during the parents meetings, three times a year, and modified to ensure the effective support is maintained to maximise the learning and progress for individuals. Tracking progress on a regular basis will ensure the provision matches the need.</p> |

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| <p>What do I do if I am concerned about the quality or effectiveness of support my child is getting?</p> | <p>We check the quality of the support for each child on a regular basis and report the effectiveness of provision to the governors. However if you are concerned at any time then please contact the school in this order-a) class teacher, b) SENDCO/ Head-teacher – Sally Greaves c) Parent Support can be accessed through the cluster ask at the office c) Chair of Governors – Sally Maynard-Smith contact is available through the office admin@minety.wilts.sch.uk d) - another avenue is to seek information from the Parent Partnership Link (ASK).</p> <p>We hope that complaints about SEND provision will be rare (0 formal/informal complaints in 2014-15), however, if there is a concern and you feel that your child’s needs are still not being met then please refer to the school’s complaints Policy.</p> |
| <p>Who can I contact for further information?</p> | <p>Communication is key and activities in school life are communicated by</p> <ul style="list-style-type: none"> • Fortnightly newsletters available as e mails or hard copies and transferred on to the website • Parent Mail texts • E mailing admin@minety.wilts.sch.uk • Notice board announcements <p>If you wish to discuss your child’s educational needs, please contact the school office to arrange a meeting with the SENDCO/Head Teacher – Sally Greaves Minety Primary School Sawyer’s Hill Minety Wilts SN16 9QL Tel 01666 860257 Email admin@minety.wilts.uk</p> <p>The school also makes data on the levels and types of need within the school available to the local authority. The data informs local strategic planning of SEND support and enables the local authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND information report. The local Authority gives an overview of the support provided in Wiltshire. Wiltshire’s SEND local offer can be obtained from Wiltshire Council’s Website www.wiltshirelocaloffer.org.uk . The school office can also provide further information on this.</p> |