



# **EASTINGTON PRIMARY SCHOOL**



## **Special Educational Needs and Disability (SEND) Statement and information for parents/carers linked to the Glos SEND 'Local Offer'**

Next review Sept 2016

# Special Educational Needs and Disability (SEND)



## **SEN vision statement**

At Eastington Primary School we provide a broad, balanced and inclusive curriculum to ensure that all children make the best possible progress whatever their need or ability. All children are encouraged to enjoy learning, take pride in their achievements and participate actively in the life of the school. Teaching is differentiated and personalised to meet the individual needs of the majority of children and young people. We aim to meet the needs of children who experience barriers to their learning due to difficulties in communication and interaction; cognition and learning difficulties; social, emotional and mental health needs; and sensory or physical needs, or may relate to factors in their environment, including the learning environment they experience in school.

## **At Eastington we recognise that a child has SEND if he or she:**

- has a significantly greater difficulty in learning than the majority of children the same age
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

## **Disability**

Eastington Primary School aspires to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to all. Reasonable adjustments to physical and other arrangements of the school are considered where necessary, taking into account the nature of any impairment, pupil and parent views and advice from teachers and other professionals. Prospective parents are asked to inform the school of any disabilities or additional needs their children may have when registering their interest for placement. Continuing communication between parents and staff is vital to ensure that reasonable adjustments can be considered where necessary, whether impairments were apparent when the child entered the school or developed at a later stage. *The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.*

The aims of our SEND policy are to ensure that:

- all children are given equal access to the curriculum and that each child's achievements are valued
- we identify and assess children with SEND as early as possible
- the child's parents are involved at every stage
- we provide differentiation within a balanced and broadly based curriculum, in a way which supports children with SEND
- children's progress and individual needs are regularly recorded, monitored and reviewed to ensure the provision is appropriate and relevant
- all staff receive appropriate support and training to ensure they are best able to meet the needs of children they work with
- we seek advice from experts working in a range of services
- the children's views are sought, recognised and acted upon

## **Medical conditions**

The Children and Families Act 2014 places a duty on maintained Schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans are written for children that will specify the type and level of support required to meet the medical needs of such pupils.

### **School's information for parents/carers regarding SEND**

All Gloucestershire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs pupils, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible and where families want this to happen.

The Local Authority is required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'Local Offer'. The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally. *The Children and Families Act 2014 requires local authorities to provide children with information, advice and support relating to their SEN or disability.*

<http://www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer>

Further guidance for parents and carers is available from the DfE (Department for Education) links:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilites\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf)

and:

<http://www.specialneedsjungle.com>

**Please see below for Eastington Primary School's 'SEND information for parents/carers' linked to the Glos SEND 'local offer'**



Eastington Primary School

**EASTINGTON PRIMARY SCHOOL – Information for parents and carers regarding support for children and young people with Special Educational Needs and Disabilities (SEND)**

*How does our school identify that children have special educational needs and disability (SEND)?*

When children have already been identified with SEND before they start here, we work with the people who already know them e.g. parents, pre-school leaders, external services and use the information already available to identify how best we are able to meet their needs within our setting.

If you consider that your child has a SEND we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

If our staff consider that your child has a SEND this may be because they are not making the same progress as other children or because they are unable to access areas of the curriculum fully. We will observe them and assess their needs and the difficulties they are experiencing and try to gain a better understanding of why. Child and parent views will be sought at this stage. Should we require further help we will contact the specialist external services, such as The Advisory Teaching Service; Speech and Language Service or Educational Psychology Service.

*What are the first steps our school will take if special educational needs are identified?*

When concerns are raised about a child's progress, either by a teacher or the child's parents /carers, the teacher must raise this with the Special Educational Needs and Disabilities Coordinator (SENDCo). The school's SENDCo is **Ms Zoe Avastu**

Our school also has meetings every term between each Class teacher, SENDCo and the Headteacher ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. From here, our identification process will begin and through close monitoring, the specific needs of your child will be established.

Targeted teaching or interventions may be used, whereby your child may receive additional support either within or outside of the classroom. These are often led by skilled Teaching Assistants under the direction of the class teacher or SENDCo and may include small groups of children working towards the same /similar targets. The following is a sample of the interventions that take place at Eastington Primary School:

- Smart Moves programme
- Language for Thinking
- Dancing Bears
- Learning Through Sport
- BBC Dance mat /touch typing etc.

	<p>If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail in order to:</p> <ul style="list-style-type: none"> <li>• listen to any concerns you may have too</li> <li>• realign specific and dates when these should be completed</li> <li>• plan any additional support your child may receive</li> <li>• discuss with you any referrals to outside professionals to support your child’s learning</li> <li>• discuss placing your child on the SEND register</li> </ul> <p>Again, parents /carers will be fully involved at all stages</p>
<p><i>What should parents/carers do if they think their child has SEND? How can they raise concerns?</i></p>	<p>We support an ‘open door’ policy at Eastington and work extremely hard to establish close ‘home /school’ liaison and welcome the opportunity to discuss your child’s progress at a time convenient to all parties. If you do have concerns about your child’s progress, you should speak to your child’s class teacher initially.</p> <p>If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo/Head teacher.</p> <p>If you are still not happy, you can speak to the school SEND Governor <b>(Mrs Sarah Underdown)</b></p>
<p><i>How will our school include parents and pupils in planning support?</i></p>	<p>As their parent /carer, you know your child best and, as such, you are one of school’s greatest resources in addressing their special educational needs. We are committed to involving parents and, where appropriate, pupils at every level of support. Pupil’s views are sought on a regular basis. This may be part of a formal review process, individual pupil surveys or as part of a specific programme of work.</p> <p>We would encourage you to talk to your child’s class teacher regularly so we know what your child may be doing as part of their development and we share with you what we are doing in school. Our aim is ensure that there is consistency of approach and the school is able to advise parents and can share what is working in both places.</p> <p>The SENDCo (Ms Avastu) is available to meet with you at a convenient time to discuss your child’s progress or any concerns or worries you may have.</p> <p>All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</p> <p>If it is necessary to formulate My Plan/Educational Health Care Plan, Parents /carers will be fully involved in the process.</p>

	<p>The SENDCo/TA Leader meets regularly with the TA's and the SENDCo meets termly with your child's class teacher to review your child's progress.</p> <p>This may involve a review of the type and level of support, setting new targets and evaluating their progress in line with previous targets.</p> <p>Your child's Reading record /Home-School book may be used to support communication with you, if this is considered the most useful method.</p> <p>In addition: If your child is undergoing statutory assessment there is also the opportunity for you to be supported by *Parent Partnership to ensure you fully understand the process.</p>
<p><i>How will our school teach and support children with SEND?</i></p>	<p><b>Class teacher input via excellent targeted classroom teaching also known as 'Quality First Teaching'.</b></p> <ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and understands</li> <li>• Adopting different ways of teaching so that your child is fully involved in learning in class</li> <li>• Structuring lessons whereby individual /group support is specifically targeted to meet your child's needs</li> <li>• Using more practical learning or providing different resources adapted for your child</li> <li>• Putting in place specific strategies (which may be suggested by the SENDCo) to support your child to learn</li> </ul> <p><b>Specific group work with in a smaller group of children. This group may be:</b>  <b>Organised within the classroom or in another learning area (e.g. library/ICT suite etc.)</b>  <b>Led by a teacher or most often a Teaching Assistant, who has had training to support these groups.</b></p> <ul style="list-style-type: none"> <li>• Your child's Class teacher will have carefully checked on your child's progress and decided that your child requires further support and/or time to strengthen their understanding /learning. Often this additional targeted support best meets their needs to make expected progress</li> <li>• The Class teacher/Teaching assistant will plan group sessions for your child over a set number of sessions or as part of planned ongoing support to meet their needs. This may involve external professionals /services (e.g. Speech and Language Therapist) who may lead these sessions for individual pupils using specific programmes linked closely to the Teacher's plans</li> </ul> <p>These are often called 'Intervention' groups by schools.</p>

**Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups**

**AND /OR Individual support**

- If your child has been identified as needing more specialist input instead of, or in addition to, excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them at home and school
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - support to revise their targets which will include their specific expertise
  - a group led by school staff under the guidance of the outside professional e.g. a social skills group or behaviour support etc.
  - a group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

**Specified Individual support - *Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).***

- The school (or a parent /carer) can request that the Local Authority conduct a statutory assessment of your child's needs. This is a legal process.
- Following this request, the school will forward a whole range of documentation (including some from the parent /carer) about your child to the Local Authority, who will decide whether your child's needs (as described in the paperwork provided), are complex enough to require a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's specific needs
- Following receipt of all the reports, the Local Authority will decide if your child's needs are severe, complex and lifelong and if they require more than 10 hours of support in school to

	<p>make good progress. If this is the case they will write an EHC Plan (Education, Health and Care Plan). If this is not the case, they will ask the school to continue with the existing support and also set up a meeting in school to ensuring that a plan is in place to support your child’s progress towards expected targets</p> <ul style="list-style-type: none"> <li>• The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child</li> <li>• An additional adult may be used to support your child with whole class learning, lead/support individual programmes or organise small groups that includes your child</li> </ul> <p>Click on link to access funding information-Parent Partnership Service</p>  <p>Click on link to access Gloucestershire County Council</p> 
<p><i>How have we made this school accessible to children with SEND? (Including after school clubs etc...)</i></p>	<p>The school is primarily an older style Victorian building with a variety of internal floor levels, however, it is accessible to children (and adults) with physical disability via ramp (main entrance) and larger doors /exits within the new building structure. We ensure that equipment used is accessible to all children regardless of their needs. The school has toilet facilities accessible to disabled persons. All extra-curricular clubs are fully inclusive and if necessary, the school will make additional arrangements. The school hosts a ‘before and after school’ Childcare Scheme which has been in operation for more than 20 years. This is led by an independent provider (Mother Goose), who works closely with the school to ensure there is continuity and inclusion. As part of our inclusive curriculum, all school trips (including an annual residential adventure week for Year 6 pupils) are available to all pupils, with any extra SEND provision being made where necessary.</p>
<p><i>Who will be working with your child?</i></p>	<p>Within our school your child will have a Class teacher and a Teaching assistant. Both meet regularly with the SENDCo who will be overseeing your child’s SEND provision.</p> <p>Other people or external agencies that may be involved include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Service</li> <li>• Advisory Teaching Service for HI/VI (Hearing/Visually Impaired)</li> <li>• School Nurse</li> <li>• Educational Psychologist</li> <li>• Specialist Hospital Clinicians (e.g. Diabetes/Asthma etc.)</li> <li>• LAC (Looked After Children) Lead</li> <li>• Community Family Worker</li> <li>• Physiotherapist</li> <li>• Children and young people’s service (CYPs)</li> </ul>

<p><i>How are the teachers in school helped to work with children with an SEN and what training do they have?</i></p>	<ul style="list-style-type: none"> <li>• The SENDCo's role is to support the Class Teacher in planning to meet the needs of children with SEND.</li> <li>• The school has a duty to provide continual professional developments opportunities for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia, physical needs (asthma, anaphylactic allergies etc.)</li> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</li> <li>• Individual teachers and support staff attend training courses led by outside agencies that are relevant to the needs of specific children in their class.</li> </ul> <p><b>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place, or has taken place, by the staff members in the school, please speak to the SENDCO or the Headteacher.</b></p>
<p><i>How does our school provide support to improve the emotional and social developments of our SEND pupils?</i></p>	<p>An important element of all children's development is their social and emotional well-being. The school recognises this is often a key aspect for pupils with SEND.</p> <p>The school has clear guidance and approaches to support pupils social and emotional well-being including:</p> <ul style="list-style-type: none"> <li>• the identification of need (pupil surveys /worry boxes etc.)</li> <li>• Class based support (circle time /special person/PSHCE curriculum etc.)</li> <li>• specific programmes (e.g. Learning Through Sport etc.)</li> <li>• pupil to pupil support (Big Friends /Little friends mentoring system)</li> </ul> <p>Eastington school is part of the Stonehouse Extended Schools cluster and has access to a shared Community Family Worker who works with families and schools in support of children's care and development.</p> <p>Eastington Primary has a policy of zero tolerance on bullying.</p> <p>Many staff are first aid trained (including 2 paediatric trained), however, the administration of medication is by prior arrangement only.</p>
<p><i>How do we assess and evaluate the provision that has been arranged for your child and the progress that</i></p>	<ul style="list-style-type: none"> <li>• Recorded observations by staff working closely with SEND pupils</li> <li>• Evaluations are completed by all staff leading additional support groups (e.g. Dancing Bears /Smart Moves programmes etc.)</li> <li>• Regular (weekly) meetings between the the Class Teacher and Teaching Assistant</li> <li>• Regular (termly) meetings between the SENDCo and the Class</li> </ul>

<p><i>they are making?</i></p>	<p>Teacher/Assistant</p> <ul style="list-style-type: none"> <li>• Evaluations of planned programmes and where applicable scores/levels/targets are measured</li> <li>• Progress against agreed targets (My Plans, EHC Plans etc.)</li> <li>• P-levels and progression guidance is used to measure progress for some SEND pupils</li> <li>• Progress against the National Standards are currently used to measure progress made by some SEND pupils</li> <li>• Systematic moderation of pupils work samples to benchmark progress may include pupils with SEND</li> <li>• Termly progress meetings are held with the Class teachers and SENDCo/Headteacher</li> <li>• School data tracking system is used to record, monitor and evaluate pupil progress</li> <li>• Annual Review Meetings are held for SEND pupils with a statement/EHCP.</li> <li>• Information is shared with parents at parent consultation evenings and as part of their child’s annual report.</li> </ul>
<p><i>How do we arrange and support SEND pupils transfer to another school/educational establishment?</i></p>	<p>We recognise that preparing pupils with SEND to be ‘secondary ready’ can prove to be an important aspect in their development to ensure the transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• <b>If your child is moving child to another school:</b> <ul style="list-style-type: none"> <li>○ the Headteacher and Class Teacher will meet with the Head of Year 7 (all linked schools) and share information about the pupil with SEND. The parents and pupils views /expectations are taken into consideration at this point</li> <li>○ where necessary the SENCo will also meet with secondary colleagues to ensure there is clarity as to the level and type of support the pupil with SEND has received to date. This may involve direct contact with the receiving school’s SENDCo to ensure any special arrangements for support are known and adhered to</li> <li>○ we will ensure that all records about your child are passed on as soon as possible.</li> <li>○ your child may be invited to additional visits at their new Secondary school often with specific considerations for pupils with SEND (e.g. school layout plans /timetables /learning mentors etc.).</li> <li>○ If necessary, your child may have an additional visit to their Secondary school accompanied by a member of staff from Eastington Primary before transfer.</li> </ul> </li> <li>• <b>When moving classes in school:</b> <ul style="list-style-type: none"> <li>○ information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher prior to any class move. This may also involve external services /support staff.</li> </ul> </li> </ul>

<p><i>Where can you find our SEND policy and what is the role of the governors?</i></p>	<p>All state maintained primary, secondary and special schools, are accountable to their Governing Bodies, which in turn are accountable to parents and the community. Parent and staff representatives are elected to the Governing Body and the Local Authority appoints governors to the Governing Body. In addition, the Governing Body can appoint its own Community Governors who may have expertise or specific skills required by the Governing Body.</p> <p>The Governing Body is responsible for the conduct of its school, and must promote high standards of educational achievement.</p> <p>The SEND Governor's role is to ensure that the school makes the necessary provision for every pupil with SEND. The SEND Governor provides the link between the Governing Body and the school in relation to pupils with SEND. It is their responsibility to help raise awareness of SEND issues at Governing Body meetings and to provide up-to-date information on the SEND provision.</p> <p>Governors also monitor the provision for 'Looked After Children' and Gifted and Talented/More Able pupils.</p> <p>Eastington Primary has a strong ethos of inclusion for all. This is reflected in our SEND Policy which is also available on the school website.</p>
<p><i>Who can you contact for more information?</i></p>	<p>Your first point of contact is always the person who works on a day to day basis with your child – the CLASS TEACHER and if necessary, the SENDCo.</p> <p>If you do have any concerns as to the quality of the provision or wish to know more please contact the Headteacher (who is the SENDCo presently). If you consider this has not been resolved, we will arrange a meeting for you with our SEND Governor representative and/or Chair of Governors who can be contacted through the school.</p> <p><i>We hope you have found this information useful. We continue to value your support to ensure your child reaches their full potential.</i></p> <div data-bbox="837 1736 1045 1937" data-label="Image"> </div> <p><i>*Parent Partnership Service (see previous link) provides free, independent advice, regarding all areas of Special Educational Need.</i></p>