

SEND Information Report

2016-2017

At Creeting St Mary school we are committed to the equal inclusion of ALL children in ALL areas of school life.

1. What are Special Educational Needs and Disabilities (SEND)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. Special educational needs and provision at our school can be considered under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Many children and young people who have SEN may have a disability – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments and long-term health conditions. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. We have a Designated Teacher for Looked after Children who ensures that all staff understand the implications for those children who are looked after and have SEN.

2. How does the school know if children need extra help?

Children are identified at our school as having SEND (Special Education Needs or Disabilities) through a variety of ways, usually a combination, which may include some of the follow:

- liaison with feeder nursery or previous school
- the analysis of data and tracking individual children’s progress over time – child performing below ‘age expected’ levels or equivalent.
- Concerns raised by a member of staff
- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review.)
- Concerns raised by a parent
- information from other services
- Use of tools for standardised assessment

We do not assume just because a child is making slower progress than expected that the child has SEND, but if there are any concerns they will be discussed with the parents as soon as possible.

Children with an Education Health and Care (EHC) plan will already have their needs identified. Their placement at our school is a decision made by parents and the Local Authority.

3. How do I raise concerns if I need to?

Please do come and speak to us. In the first instance, contact your child's class teacher to discuss your concerns. Alternatively, you could speak to the school Special Educational Needs Co-Ordinator (SENCO) – details are below.

4. How will the school support my child? Who will oversee, plan and work with my child and how often?

The Class teacher will plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. Our SENCO and Senior Leadership Team (SLT) oversee the progress of any child identified as having SEND. There may be a Teaching Assistant (TA) working with your child, either individually or as a group. The content and frequency of this support will be explained to parents by your child's class teacher. All support, including targets are detailed on a child's SEND Support Plan. This support plan is reviewed and updated termly.

5. How will the curriculum be differentiated to match my child's needs?

All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access the learning according to their specific needs. The class teacher and SENCO will discuss a child's needs and what support will be appropriate. Children with SEND will have access to the appropriate resources needed in order to help them make progress. The SENCO reports to the Governors regularly to inform them about progress of children with SEND and how resources are being used. In order to maintain confidentiality at all times, information provided will never name individual children. The Governor responsible for SEND (details below) meets regularly with the SENCO. The governors agree priorities for spending within the SEND budget, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

6. How will we assess if this has had a positive impact?

We will continue to monitor and assess progress. If the child is making progress academically against national/age expected levels (or equivalent), and the gap is narrowing between them and their peers, this will indicate that the differentiation has had a positive impact. We also regularly review a child's targets, as detailed on their SEND support plan, to ensure they are being met. Feedback is sought from parents, the child and all staff involved in working with them. If an SEND Support plan is no longer needed, because a good level of progress has been made, parents will always be informed.

7. What specialist services and expertise are available or accessed by the school?

Within our school, we have a culture of sharing good practice and expertise; this enables our staff to have as much knowledge as possible when supporting children with SEND. We work closely with external agencies that we feel are relevant to supporting individual children's needs within our school: these include health and social care bodies, local authority support services and voluntary sector organisations. Staff are trained in supporting children with SEND.

8. How will I know how my child is doing? How will you help me to support my child's learning?

You are welcome to make an appointment to meet with either your child's class teacher or the SENCO, at any time throughout the year. We can offer advice and practical ways that you can help to support your child at home. Your child may have a SEND support plan – this is discussed with you on a termly basis and we will provide you with a copy. If your child has an EHC plan there will be formal meetings to discuss your child's progress and a report will be written at least annually.

9. How does the school know how well my child is doing?

As a school we track children's progress from entry at Year R through to Year 6 using a variety of methods. We track and analyse the children's progress in learning against national expectations and age-related expectations. This happens regularly, on at least a half-termly basis. Please do ask us if you require any further details. The class teachers continually assess each child and notes areas where they are improving and where further support is needed. Pupil progress meetings are held regularly between each class teacher and the head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

10. How will my child be included in the curriculum, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that cover the same curriculum areas will be provided within the school environment, wherever possible.

11. How will the school prepare and support my child when joining or leaving the school?

We encourage all new children to visit the school prior to starting. We can create social stories for the children if transition is likely to prove challenging. For children starting in Reception, we hold a meeting for parents, in addition to planning a series of visits for children through the Summer term. This helps children, parents and staff to get to know each other. We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring that relevant paperwork is received/passed on and all needs are discussed and understood. If your child has an EHC Plan then the review will be used as a transition planning meeting to which we will invite staff from both schools.

12. What is the Pastoral and Social Support available in school?

We hold a child's emotional and spiritual development as a priority and recognise that children need to be loved, cared for and nurtured. Each class teacher has overall responsibility for the pastoral and social care

of every child in their class. If they have any concerns, they will discuss this with the SENCO and the child's parents and appropriate pastoral and social support will be put in place.

13. How will my child be able to contribute their views?

Children who have SEND Support Plans can discuss their progress and targets when these are reviewed (age appropriate). If your child has an EHC Plan then their views will be sought before any review meetings (age appropriate).

14. How accessible is the school environment?

All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas. Accessible toilet facilities are available. If you have specific access queries please speak with us.

15. Who can I contact for further information?

In the first instance, please speak to your child's class teacher. General information relating to SEND can be found on the school's website, including the SEND policy. Further information on SEND provision in our school is available from the school SENCO. The school has a complaints policy, which can be read on the Policies area of our website. For more information on Suffolk's Local Offer, please go to:

<http://infolink.suffolk.gov.uk/>

Contact Details:

School office - Tel: 01449 720312 office@creetingstmary.suffolk.sch.uk

Miss R Cutts, SENCO - r.cutts@creetingstmary.suffolk.sch.uk

Mr M Mathewson - Named Governor for SEND - m.mathewson@creetingstmary.suffolk.sch.uk