

## Flash Ley CP School and Nursery

### SEND Information Report

Welcome to our SEND Information Report. All governing boards of maintained schools have a legal duty to publish information on their website about the policy for pupils with Special Educational Needs (SEND). This information is updated annually.

#### **Aims of this report:**

The aims of our special educational need and disability policy and practice here at Flash Ley are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence in the provision we provide.

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions sufficiently for their full inclusion in all school activities by ensuring consultation with health and social care professionals where necessary.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our pupils.

### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

## **Who are the best people to talk to about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?**

### **Class/subject teacher**

Responsible for:

- Ensuring that children have access to good/ outstanding teaching and that the curriculum is adapted to meet your child's Individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Individual Education Plans/ Intervention plans, and sharing and reviewing these with pupils and parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **The SENCO – Mrs S Rogers**

Responsible for:

- Ensuring that as a school we use the Graduated Approach in our SEN Support systems as stated in the SEND Code of Practice 2015.
- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as parents are:
  - involved in supporting and reviewing your child's learning
  - kept informed about the support your child is getting
- Making referrals to and liaising with outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Supporting your child's class teacher to write additional targets for IEPs.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Applying for Additional Educational Needs funding or Educational, Health and Care Plans for pupils with a complex or high level of need.

### **Headteacher – Mrs J Banks**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the SENCO and class teachers but still being responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **SEN Governor – Mrs Jones**

Responsible for:

- Making sure that the school has an up to date SEND Policy and publishing it on the website.
- Making sure that the necessary support is made for children who attend the school who has SEN and/or disabilities.
- Working with the SENCo to monitor the progress made to ensure each child achieves his/her potential in school and reporting back to the full governing body.

## **What are the different types of support available for children with SEND at Flash Ley CP School?**

### **Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or different resources adapted for your child.

All children in school should be getting this as a part of excellent classroom practice when needed.

**Specific group work** - available for any child who has specific gaps in their understanding of a subject/area of learning.

- If your child has been identified by the class teacher as needing some extra support in school they may take part in Intervention groups run in the classroom, in our dedicated Discovery Den or outside by a Teacher/ Teaching assistant or outside professional (like a Speech Therapist).
- Your child will engage in group sessions with specific targets or a recommended programme which will enable them to make progress.
- Your child **may** be placed on the SEN Register at the Code of Practice Stage – SEN Support.

**Specialist groups** AND/OR individual support.

### **Stage of SEN Code of Practice: SEN Support**

If concerns are raised by parents/carers, teachers or the pupil's previous school which indicate that there is an additional need in one or more of the four areas

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/ physical

support may be requested from a professional outside the school.

This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

- Outside agencies such as the Speech and Language therapy (SaLT) Service.

For your child this would mean:

- being identified as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- 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.
- The specialist professional will work with your child to understand their needs and make recommendations, which **may** include:
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - A group or individual work with outside professional
- The school may suggest that your child needs individual support in school. They will tell you how the support will be used and what strategies will be put in place.
- The school may take concerns about your child to the SEND and Inclusion Hub, where recommendations may be may to complete an EAPDR process. (Enhanced, Assess, Plan Do Review)

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified Individual support**

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 10 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/ or CAMHS.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority based Local Offer on the Staffordshire Website.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need 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 needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.

- **After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 10 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.**
- The 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 need to be put in place. It will also have long and short term goals for your child. This plan will be reviewed yearly.
- The additional adult **may** be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 10 hours of support in school.

### **How will the school prepare and support my child when joining or transferring to a new school?**

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a 'Team Around The Child' (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- We may suggest adaptation to the settling in period to enable transition to be successful, e.g. a graduated or staggered timetable.
- If your child is transferring from another school, the previous school records will be requested immediately.

### **How will the school let me know if they have any concerns about my child's learning in school?**

- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parent's Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Meetings are held every term between the class teachers and the Senior Leadership Team to ensure all children are making good progress. Pupils who are failing to make expected levels of progress are identified very quickly.
- Parents will be invited to ensure early discussion and support the identification of action to improve outcomes.
- Where it is decided that action is required to support increased rates of progress, this will follow an 'assess, plan, do and review' model.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on an Intervention Plan/IEP (Individual Education Plan) that will identify a clear set of expected outcomes, which will include relevant

academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

- Parents will be invited to SEN Coffee Mornings each term to discuss concerns.

### **How are the school's resources allocated and matched to children's special educational needs?**

- The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school **may** be allocated Additional Educational Needs funding. This could then be used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:
  - In-class support from qualified teaching assistants
  - Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
  - Specialist support from teachers e.g. 1:1 tuition
  - Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
  - Parent workshops
  - Provision of specialist resources e.g. assessment software
  - CPD relating to SEND for staff
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected.

### **Who are the other people providing services to children with SEND in this school?**

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Special Educational Needs Support Service (SENSS)
- Behaviour Support Service
- Dyslexia Centres
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and disability support service
- Social Services
- School Nurse
- Speech and Language Therapy Services
- CAMHS (Child & Adolescent Mental Health Service)
- CDC (Child Development Clinic)

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This **may** result in an Education, Health and Care (EHC) plan being provided.

For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents **may** consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

### **How are the teachers in school helped to work with children with an SEND and what training do they have?**

- The SENCO's job is to support the class teacher in planning for children with SEND. To enable her to do this effectively she attends the termly SENCO updates.
- The school has a school development plan to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and Speech and language difficulties, etc.
- Whole staff training is provided to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and teaching assistants attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the SENSS team, Educational Psychologist, etc.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. This is then delivered by a trained TA's.
- Teaching assistants have recently received training to deliver intervention programmes, such as; Talking Partners, Better Read Programme; Fischer Family Trust, NELI, Precision Teaching, EP Literacy Approach – Literacy scheme; Maths intervention, etc.

### **Pupils with medical needs:**

- ❖ Pupils with medical needs **may** be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**.

### **How will the curriculum be matched to my child's needs?**

- Class Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

### **How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing and numeracy.
- Children in the Foundation Stage will be measured using the EYFS Profile (Early Years Foundation Stage Profile).
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at School Support will have an IEP which will be reviewed every term and the plan for the next term made and shared with parents.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed with parents at an Annual Review.
- The SLT and SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

### How will you help me to support my child's learning?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The class/subject teacher or SENCO may suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- Intervention Plans and additional targets will be shared with you at parent's evening and any other relevant meetings that takes place.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book **may** be used to support communication with you, when this has been agreed to be useful for you and your child.
- If your child is undergoing statutory assessment, you will also be supported by the **Local Authority**.
- Any parent can also request support from **Staffordshire S.E.N.D. Family Partnership** , who will ensure that you fully understand the SEND process:  
[sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).
- **Staffordshire Local Offer** [www.staffordshire.connect.info](http://www.staffordshire.connect.info)
- **Parent In The Know** newsletters  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

### How is Flash Ley CP School accessible to children with SEND?

- Hearing loops and radio aids are used to support children with a hearing impairment.
- Disabled parking spot marked and located next to the school reception.

- The building is accessible to children with physical disability via ramps. The ground floor of the building is accessible to those with physical disabilities; however, the second floor of the building can be a challenge as there is no lift installed.
- Disabled toilet facilities are provided within the community room.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Changing facilities are placed around the school.
- Signage around school is 'Dyslexia Friendly'.

### **How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- In Year 6:
  - The SENCO will attend a transition meeting to discuss the specific needs of your child with the SENCO of their secondary school.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Additional sessions for students with ASD may be arranged.
  - The Annual Review in Y5 for pupils with a statement of educational need or an EHC Plan begins the process where parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
  - Parents may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>,

### **What support will there be for my child's overall well-being?**

- The school offers a wide variety of pastoral support for pupils. These include:
- SMSC (Spiritual, Moral, Social and Cultural) - the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that gives pupils opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other pupils.

- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing. This may be supported by outside professionals, e.g. Behaviour Support, the ASD Team or Education Welfare Officer (EWO).
- Pupils who find outside class times difficult are provided with alternative provision within the school. Sports coaches support lunch time and extra-curricular activities, which can be accessed by all children, including those with SEND.
- Pupil voice mechanisms are in place.

### Who can I contact for further information?

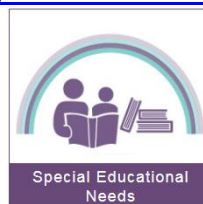
If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- ❖ Your child's class teacher or Phase Leader: Foundation Stage – Mrs R Hughes; KS1 – Mrs K How, Mr Atkinson KS2
- ❖ SENCO Mrs S Rogers                      Deputy Heads - Mr Atkinson & Mrs How
- ❖ Headteacher - Mrs Banks

Appointments can be made with any of these people through the school Office.  
Tel: 01785 337340

For complaints please contact the school Governor with responsibility for SEND - Mrs S Wilson.

**Further Information about the Local Offer and can be found on the following website:**  
<http://www.staffordshiremarketplace.co.uk/marketplace/the-local-offer.html>



**I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.**

<b>There are many SEN terms that are abbreviated which can lead to confusion (even for us!).</b>	
<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>APDR</b>	<b>Assess Plan Do Review</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAPDR</b>	<b>Enhanced Plan Do Review</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LEA/ LA</b>	<b>Local Education Authority</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Pastoral Support Programme</b>
<b>SALT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs and Disabilities</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>CPD</b>	<b>Continuing Professional Development</b>
<b>Assess Plan Do Review</b>	<b>Identify what the core problem(s) is and plan an appropriate strategy, taking into account how the child learns the best. Then carry out the plan and review how it's working.</b>
<b>Additional to/ Different from</b>	<b>A school's Wave 1 quality inclusive teaching and environment are not always enough to ensure a young person meets their potential</b>

	<b>in all, or any, aspects of their development. This is when something 'additional to' or 'different from' may be required.</b>
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