Shillington Lower School Parents' Information

SEND Information Report 2020/2021

SEND Background:

Shillington Lower School follows the Code of Practice for children who have special or additional needs. All classes in school are of mixed ability, and teachers provide work that is specially designed to match the ability of each group. They do this using a variety of materials and classroom support.

If a child is identified as having special or additional needs the children's progress is reviewed, assessed and evaluated every half term through Pupil Progress meetings with the Headteacher, Head of School, Classteacher and the SENDCo. Children who have an EHC Plan or are on the special needs register will have a provision plan or SEND support plan which is reviewed with parents regularly.

For a small proportion of children, the school may need to involve the use of advice of specialists outside of school. Parents will always be informed of this in advance, so that they have the opportunity to ask questions and raise any concerns.

At Shillington Lower School, we are sensitive to the needs of all children and ensure that their achievements are recognised. We aim to provide all of our children with a curriculum differentiated to their needs, if those needs can be met by the school.

There is a member of staff in school who is responsible for children on the Support register and to support staff and parents: Mrs K Young is the school SEND co-ordinator.

Introduction

All Central Bedfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. For further information click on the following link:

www.centralbedfordshire.gov.uk/children/sen-disability/local-offer/overview.aspx

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Local Offer sets out in one place what support and services are available for Children and Young People with Special Educational Needs and Disabilities. (SEND)

The Local Offer includes information on services that are available to support children and young people with Special Educations Needs and/or Disability (SEND) from birth to 25 including:

- Education services (Early Years providers, schools, colleges and training)
- Health services
- Social care services
- eligibility for specialist services
- how to obtain an education, health and care plan and the process
- preparing for adulthood
- leisure and recreation opportunities
- arrangements for transport and travel
- sources of information and support in the area
- child care, including suitable provision for disabled children and those with SEN
- arrangements for resolving disagreements and mediation and how to make a complaint

SEND Provision in Schools as set out by SEND Code of Practice 2014.

Where a pupil is identified as having SEND, Shillington Lower School will take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

1. Assess: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. Plan: 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 SENDCO.

3. Do: SEND support will be recorded on a provision map that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and pupils will also be consulted on the actions they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing progress.

4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Further information can be obtained from the SEND Code of Practice 2014

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

The School SEN Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Your Child has Special Educational Needs. What can we at Shillington Lower School offer you?

At Shillington Lower School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

Please click on the 15 questions below for more information about the Schools Offer from Shillington Lower School and how we can support your child.

Q1. Who are the best people to talk to about my child' s difficulties with learning/Special Educational Needs or Disabilities (SEND)?

Q2. What are the different types of support available for children with SEND?

Q3. How can I let the school know that I am concerned about my child's progress in school?

Q4. How will the school let me know if they have any concerns about my child's learning in school?

Q5. How is extra support allocated to children and how do they progress in their learning?

Q6. Who are the other people providing services to children with SEND in this school?

Q7. How are the teachers in school helped to work with children SEND, and what training do the teachers have?

Q8. How will the teaching be adapted for my child with SEND?

Q9. How will we measure the progress of your child in school?

Q10. What support do we have for you as a parent of a child with SEND?

Q11. How is Shillington Lower School accessible to children with SEND?

Q12. How will we support your child when they are joining our school? Leaving our school? Or moving on to another school?

Q13. How will we support your child's emotional and social development?

Q14. Who can I contact for further information or if I have any concerns?

Q15. Additional Support services for parents of pupils with SEND.

Q1. Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disabilities (SEND)?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Provision Plans, and sharing and reviewing these with parents at least once each term and planning for the next term, where appropriate.
- Personalized teaching and learning for your child as identified on the school's provision plan.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo is Mrs K. Young who is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you are:

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher is Miss S Woodham who is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor is Mrs Louise Reece-Jones who is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01462 711637

Q2. What are the different types of support available for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (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 built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work:

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the Ivel valley ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS), Outside In – ADHD/ASD Specialist Coaching & Training.

What could happen:

- 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 you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

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

Your child may 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, Behaviour Support 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:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (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 current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of 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 must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Q3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo).
- The school SEND Governor can also be contacted for support.

Q4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Q5. How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Central Bedfordshire LA, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources 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 SENDCo discuss all the information they have about SEND in the school, including:

the children getting extra support already, the children needing extra support, and the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a provision plan. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Q6. Who are the other people providing services to children with SEND in this school?

<u>School provision</u>

- Teachers responsible for teaching SEND groups/individuals.
- Teaching Assistants and HLTAs may work in the Group Rooms with either individual children or small groups or may work directly within the classroom environment.
- Behaviour Support working, Teaching Assistants or HLTAs offering support for children with emotional and social development.

<u>Local Authority Provision delivered in school</u>

- Autism Outreach Service

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)

Health Provision delivered in/out school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- CHUMS

Q7. How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (AoT) service.

Q8. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt 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.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Q9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENDCo every term in reading, writing and numeracy through Pupil Progress meetings.
- At the end of Year 1, all children participate in a Statutory Phonics Screening Check. The phonics screening check is a short, simple assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6. All year 1 pupils in maintained schools, academies and free schools must complete the check and report their results. The phonics check will help teachers identify the children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.
- At the end of Key Stage 1 (i.e. at the end of year 2), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do.
- Where a child has an EHC Plan, they will have a learning plan based on targets set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinises and lesson observations will be carried out by the Headteacher and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Q10. What support do we have for you as a parent of a child with SEND?

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 that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have, make an appointment via the School Office.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets /provision maps will be reviewed with your involvement regularly.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you.

Q11. How is Shillington Lower School accessible to children with SEND?

- There is a disabled toilet shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Q12. How will we support your child when they are joining this school? Leaving this school? Or moving onto another class?

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

If your child is joining us from another school:

- The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

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. Provision plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Transfer to Middle School at the end of Year 4:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's Middle School. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to 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.

- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Q13. How will we support your child's emotional and social development?

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and will be addressed on an individual basis.

Our designated TA for SEMH (social, emotional and mental health) works with a range of pupils for short periods of time or extended work depending on the requirements of the child. Parents are able to meet and discuss any concerns. Early intervention can mean that support is only required for a short period of time.

All staff have access to Professional Development opportunities across the year including

- Supporting pupils with Social, Emotional and Mental Health concerns
- Attachment Theory
- Protective Behaviours to manage outbursts and anger
- De-escalation Strategies
- Restorative Justice Approaches

These are provided through Ivel Valley ASD Outreach CPD programme and Jigsaw Behavioural Support Team.

Q14 .Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any

issues regarding the school's response to meeting these needs please contact the

following:

• Your child's class teacher

• The SENDCo: Mrs Kerry Young

• The Headteacher: Miss S Woodham

• Should you have any complaints, in the first instance liaise with the personnel named above. If you feel that the issues remain unresolved please contact the Chair of Governors, Dr Jeanette Miles, via the school office.

Q15. Additional Support services for parents of pupils with SEND

These include:

Central Bedfordshire Special Educational Needs and disability Information, Advice and Support Service (SENDIASS) is a statutory service, provided by but working at arm's length from the Local Authority which offers a free, confidential support service for young people with SEND and their parents and carers. https://cbsendiass.org/

For parents who are unhappy with the Local Authority or school responses to their child's SEND they may seek mediation from the regional mediation services https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability