

## Special Educational Needs Parent Information Report



### Introduction

Scott Lower is an inclusive school and we celebrate the fact that each and every child is unique and therefore, the educational needs of every child are different; this is especially the case for children with Special Educational Needs. We have been awarded that Inclusion Quality Mark in recognition of the fact that every child is treated as an individual.

Please read the 13 questions below for more information about how we meet the needs of children with Special Educational Needs at our school.

### Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

#### The Class teacher

It is always best to speak to your child's class teacher regarding your child's Special Educational Needs in the first instance.

They are responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could include any targeted work and additional support). The class teacher is also responsible for letting SENDCo know about any concerns relating to SEND. The class teacher is also responsible for writing pupil progress targets/ Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term.
- The class teacher is also responsible for ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### The SENDCo at Scott Lower is Mrs Sawford.

She is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents are involved in supporting their child's learning.
- Ensuring that parents are kept informed about the support their child is getting.
- Ensuring that parents are involved in reviewing how well their child is doing.
- Liaising with all other people who may be coming into school to support children e.g. the Speech and Language Therapist, Educational Psychologist etc.
- Updating the school's SEND register and making sure that records of children'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 possible progress.

#### The Headteacher – Mrs Barker

Is responsible for:

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

Responsible for:

- Making sure that the necessary support is given for any child who attends Scott Lower, who has SEND.

All of the above named people can be contacted at school on 01234 352630

## Question 2

**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.
- 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.
- Specific strategies (which
- 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 outside.
- Run by a teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies e.g .Speech and Language therapy SEN Code of Practice 2014: School Support (SS) This means they have been identified by the SENDCo /Inclusion Manager/ 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 Educational Psychology Team or Sensory Advisory Service (for students with a hearing or visual need).

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 yourself understand your child's particular needs better and be able to support them better 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 a Statement of Special Educational Needs or 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 will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Psychology Team or Sensory Advisory 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 a Statement of Special Educational Needs or 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 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.
- The additional funding may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### Question 3

#### How can I let the school know 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 want to speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).

### Question 4

#### 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's learning.

### Question 5

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

The school budget, received from Bedford Borough 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 SENDCo 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 and decide what resources/training and support is needed.
  - the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.
- Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support are reviewed regularly and changes made as needed.

### Question 6

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

##### School provision

- Teaching Assistants / Learning Support
- Breakfast club / After school club and School clubs
- Family Support Worker
- Nurture Group Staff.

### Local Authority Provision delivered in school

- Autism Advisory Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Behaviour Support Team
- Health Provision delivered in school
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- CHUMS

### Question 7

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

The SENDCO'S job 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.

### Question 8

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.

### Question 9

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 half term in reading, writing and numeracy and discussed with the Headteacher during Pupil Progress Meeting.
- If your child is in Year 1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail.
- At the end of each key stage (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 and are the results that are published nationally.
- Children may have an IEP / personal targets which will be reviewed, and a future plan made.
- Teachers meet with SENDCo on a termly basis as part of SEND pupil progress meetings.
- The progress of children with a statement of SEND/ EHC Plan is 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.

### Question 10

#### What support do we have for you as a parent of a child with a 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 similar strategies can be used.
- The SENDCo and Family Support Worker are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- 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/IEP's will be reviewed with your involvement.
- 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.

### Question 11

#### How is Scott Lower School accessible to children with SEND?

- We recognise that accessibility is not easy at Scott Lower as the school is built on many different levels but our Accessibility Plan sets out our aspiration to become more accessible. We do of course, make reasonable adjustments.
- Our new classroom block is fully compliant with DDA requirements.
- There is a disabled toilet in the new classroom block.
- 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.

### Question 12

#### 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 child 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.
- 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. IEP s will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

### Question 13

#### What Emotional and Social Development support do we have for a child with a SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs, that will require support in school.

- The Emotional Health and Well being of all our pupils is very important to us.
- We have a robust Child Protection Policy in place; we follow National & LA Guidelines.
- We have a robust Behaviour Policy in place.
- The Head teacher, Assistant Head teacher and all staff continually monitor the Emotional Health and Well being of all our pupils.
- We are an Anti bullying school.
- A number of our Yr4 children are trained Playground Pals.
- We run a Nurture Group four mornings a week run by trained staff. This follows the Nurture Principles.

- We run 1:1 social and emotional intervention groups for pupils who require extra support, which are led by our Family Support Worker.
- Each class TA runs a weekly small group Wellbeing group for their class which is planned for by their TA.
- We have members of staff who works with pupils on an individual basis to support their Emotional Health and Well being.
- All staff receive positive behaviour training regularly.

This is the link to Bedford Borough's Local Offer –  
<https://sendguide.bedford.gov.uk/>