

Special Educational Needs & Disability Information for Parents



All South Gloucestershire maintained 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, make the best possible progress in school. All schools aim to be as inclusive as possible, with the needs of pupils with a Special Educational Need or Disability being met in a mainstream setting wherever possible, where families want this to happen.

Who are the best people to talk to in Abbotswood Primary School about my child's difficulties with learning, Special Educational Needs or disability (SEND)?

Class teacher

Responsible for:

- Being the initial point of contact for any parent who is concerned about their child's progress or well-being in school. The teacher can be made available to talk about concerns and meet with parents to discuss additional SEND support if needed.
- Checking on the progress of your child and identifying, planning and delivering any additional help necessary. This could include specific targeted work, possibly with additional support and may involve liaison with the Special Educational Needs and Disability Coordinator (SENCo).
- Making individual education plans (Pupil Passports) where considered necessary. These will be written and agreed in liaison with parents and pupils and reviewed a minimum of three times a year.
- Ensuring that all staff and volunteers working with your child are able to deliver appropriate learning opportunities to achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed.

Special Educational Needs & Disability Co-ordinator (SENCo)

Responsible for:

- Coordinating the support for children with special educational needs or disabilities by liaising with class teachers and teaching assistants in planning appropriate interventions to support your child.
- Developing the school's Special Educational Needs & Disability (SEND) Policy to ensure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing your child's progress
- Liaising with external agencies who may be able to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register, ensuring that the SEND needs of pupils in this school are recorded and your child's progress assessed and reviewed.
- Monitoring the progress of children with SEND, a minimum of three times a year.
- Providing support for teachers and teaching assistants in the school so they can help children with SEND achieve the best progress possible.
- Reporting to the governing body on progress made by pupils with SEND and to keep them updated with issues regarding pupils with SEND.

Parent Mentor

Responsible for:

- Liaising with parents and appropriate school staff who are involved in your child's learning.

Headteacher

Responsible for:

- The day to day management of all aspects of the school which includes support for children with SEND.
- Managing the SENCo, class teachers and all support staff ensuring that your child's needs are met.
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

Governors

Responsible for:

- Ensuring that the necessary support is made for any child who has SEND.
- Liaising with the SENCo and Headteacher to ensure that the school is meeting its statutory duties for SEND provision.

Local Authority SEND team

Responsible for:

- Supporting teachers, teaching assistants, children and parents in the Local Authority.

Parents can contact South Gloucestershire SEND team to find out further information on the South Gloucestershire Local Offer at www.southglos.gov.uk/localoffer

What are the different types of support available for children with SEND at Abbotswood Primary School?

Class teacher input using differentiated class teaching to meet the needs of all children on a daily basis.

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.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve offering more practical learning opportunities or alternative resources to support learning.
- Specific strategies (which may be suggested by the SENCo or outside agencies) are in place to support your child to learn.
- The teacher will have carefully checked on your child's progress and identified a gap in their understanding/learning which needs some extra support to help them make the best possible progress.

Specific work with a small group of children

Your child may be taught in an intervention group to enable them to focus on a specific learning target with close adult guidance. This may take place in or outside the classroom

and be run by a teacher, teaching assistant or volunteer who has received appropriate training.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help progress in key areas identified as priorities for their personal development.
- They would have learning opportunities in a setting accessible to them, overseen by the class teacher or SENCo.

Specialist intervention by outside agencies

Sometimes children have been identified by the class teacher or SENCo as needing some extra specialist input from an agency outside the school. This may be from the School Nurse, Speech and Language Therapy Service, Educational Psychology team, Behaviour Support, Inclusion Support or Traveller Support.

This would mean:

- You may 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. This will help the school and yourself understand your child's particular needs more clearly and enable us to support them better.
- The specialist professional may observe and assess 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
 - Setting new targets with specific strategies following recommendations from professionals
 - Arranging an appropriate intervention group run by school staff e.g. a social skills or language group
 - Group or individual work with an outside professional

Specified Individual support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC Plan). This means your child will have been identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

In order to gain a high level of individual support it is necessary to carefully assess needs which could lead to requesting a Statutory Assessment which means:

- The school (or you) request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which assesses the extent of your child's needs and whether additional support should be provided.
- After a request has been made to the Local Authority (with additional information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are 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 your child's needs meet the criteria, the Local Authority will write an Education & Health Care Plan (EHC) Plan.
- The EHC Plan will outline the amount of funding the Local Authority will make available to support your child. They will state how this should be used and strategies that must be put in place. It will also have long and short term goals for your child.
- An additional adult, provided through Local Authority funding, may be used to support your child with whole class learning, plus provision of individual programmes and small groups including your child.

How can I let the school know I am concerned about my child's progress or behaviour?

- Initially, you must speak to your child's class teacher or the Parent Mentor who will arrange a meeting with the teacher.
- If you still have concerns about your child's progress or behaviour, you should speak to the SENCo or Headteacher.

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

If the school has concerns about the progress your child is making, or about their well-being, they will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan together any additional support your child could receive
- discuss with you any referrals to outside professionals who could offer advice to support your child.

How are the school's resources allocated and matched to children with Special Educational Needs and Disabilities?

- The school budget includes some money for supporting children with SEND.
- On an annual basis the Head Teacher and the Senior Leadership Team collate information regarding pupils with SEND in the school. They identify pupils qualifying for extra support already, pupils needing additional support and those children who have been identified as not making as much progress as would be expected.
- Having identified the needs, the Head Teacher makes a recommendation on the allocation of resources, training and support for the year ahead.
- The Head Teacher, alongside the Governing Body, decides on the budget for Special Educational Needs and Disabilities, on the basis of needs in the school.
- All resources, training and support are reviewed on an ongoing basis and changes made as needed.

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

Provided by the school:

- Teachers
- Teaching assistants
- SENCo
- Parent Mentor

Provided by external agencies:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Behaviour Support Service
- Speech and Language Therapy
- Inclusion Support Service
- School Nurse
- Occupational Therapy
- Physiotherapy
- Paediatrician
- Family & Young People Support Services
- SURVIVE
- SHIPS Project
- Breakthrough
- Southern Brookes

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

- The SENCo supports class teachers and teaching assistants in planning interventions for children with SEND.
- The SENCo attends regular Cluster meetings led by the local authority who offer support and updates in working with children with SEND.
- The school subscribe to Integra Schools who offer additional support and advice to teachers for supporting pupils with SEND.
- The school's staff have annual appraisals which include personal targets to improve the teaching and learning of children including those with SEND. These include training or mentoring as necessary.
- There are whole school training sessions focussing on specialist areas of concern to support staff in identifying need and applying appropriate strategies to support pupils with SEND e.g. foetal alcohol syndrome, attachment issues
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

- 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.
- Specially trained support staff may further adapt the teachers' planning to support the needs of your child where necessary.

- Specific teaching strategies may be used to support your child individually and in groups e.g. personal prompts, language mediated, suitable questioning
- Computers or ipads may be used to support learning e.g. Clicker, Nesy, Dragon Dictation
- Children may use additional resources e.g. word banks, writing frames, visual prompts and 'hands on' practical resources
- Planning and teaching will be adapted on a daily basis, if necessary, to meet your child's learning needs.
- Any class visits or trips will be planned to include your child as fully as possible. Where necessary, we will consult with you in detail about these arrangements.

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

- Your child's progress is continually monitored by the class teacher.
- Progress is reviewed formally six times a year and assessments are made in reading, writing and numeracy.
- If your child's attainment is significantly lower than that expected for their age, then an alternative method of assessment may be used. They may be working towards age related expectations set for a lower year group and in some cases it will be appropriate to use a more sensitive assessment tool such as 'P scales' to define smaller, but important steps of progress.
- At the end of each key stage (Year 2 & 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a current government requirement and the school's results are published nationally.
- Children with SEND may have a Pupil Passport which will be reviewed with your involvement, at least three times a year.
- The progress of children with a statement of SEND or EHC Plan is formally reviewed at an Annual Review meeting with all adults involved in the child's education.
- The SENCo will liaise with teachers and teaching assistants to monitor progress and the impact of the provision made for your child.

What support do we have for you as a parent or carer of a child with a SEND?

- The school based Parent Mentor liaises with parents, carers and children on a number of issues. She can offer some direct support within the school setting and signpost to external agencies for further support e.g. parent support groups.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have. Opportunities can be arranged to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns you may have.
- All information from outside professionals will be shared with you, usually in a joint meeting if that can be arranged.
- Pupil Passports will be reviewed with your involvement, at least three times a year.
- Homework will be adjusted as necessary to meet your child's individual needs.

- A home-school contact book may be used to support communication if agreed to be useful for you and your child.

How is Abbotswood Primary School accessible to children with SEND?

- Most of the building is accessible to children with physical disability via ramps. Upper key stage 2 classes are currently at first floor level.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- There is a disabled toilet.

School will seek advice for each child's additional accessibility needs and make any necessary adjustments to the environment where possible.

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 they know about any special arrangements or support that needs to be made for your child.
 - School will ensure 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 a planning meeting will take place with the new teacher. Individual plans and assessments will be shared.
 - Your child will visit their new teacher along with the rest of their class during the summer term.
 - If your child would benefit from further visits or a book to support them in understanding moving on, then arrangements will be made for this to happen.
- In Year 6:
 - The SENCo will contact the SENCo of the secondary school and ensure they know about any special arrangements or support that needs to be made for your child.
 - 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.
 - If necessary, your child will have additional planning meetings in Year 6 to prepare them for transition.

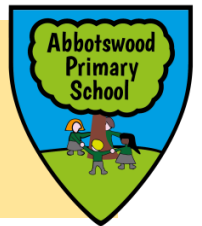
- School will ensure that all records about your child are passed on as soon as possible.
- A transition book may be made to use for reference during the summer holidays to assist in preparing for the new school.

How will I know how my child is doing?

Throughout the school year, the school will provide a range of opportunities for you to find out about your child's progress including:

- Parent Consultation Meetings in the autumn and spring terms.
- Additional meetings to agree and review individual learning targets.
- End of Year Reports to parents.
- Opportunities to discuss your child's report in the summer term.
- An annual meeting for any child with a Statement or EHC plan, involving parents, teachers, teaching assistant, SENCo and any relevant external agencies to review the child's progress.
- Informal meetings with school staff as requested.

Where could I seek additional help?



- www.southglos.gov.uk/localoffer
- Supportive Parents <http://www.supportiveparents.org.uk>
- Parent Partnership Service <http://www.gloucestershire.gov.uk/pps>
- <http://www.sglosparentsandcarers.org.uk/>