Mill Lodge Primary School SEN Policy and Information Report

Welcome to our SEN information report which is part of the Solihull Local Offer for learners with special needs. 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
- Sensory and Physical Needs.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

We may also use the following to inform our decision;

- Liaison with previous school or pre-school setting
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Regular assessment of reading (reading age), writing and maths (maths age)
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language

- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or **Miss Emily Ryan** (SENCO). 01214303010

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The kinds of SEND that are provided for

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

2. How will the school staff support my child?

The class teacher:

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 coordinator (SENCo) know as necessary.
- Work with SENCo to write individual Action Plan for Inclusion /Individual target plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Miss Emily Ryan

Responsible for…

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN

- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements

The Head teacher: Mrs J. Challender

Responsible for…

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCO 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 SEN.

The SEN Governor:

Responsible for…

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher/ SENCO with regards to SEN within the school.

3. How will the curriculum be matched to my child's/young person's needs?

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. On occasions this might be individually differentiated
- The class teacher, alongside the 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 to make progress e.g. phonic mats, coloured overlays, sensory equipment
- The SENCo reports Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, 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.

Where a pupil is identified as requiring support which is additional to, or otherwise different from the provision made for other children of the same age, their needs will be met through a graduated response. This graduated response is implemented through a series of 'waves of intervention'.
Wave 1 High-quality teaching (also known as Quality First Teaching) is our first step in responding to pupils where a concern has been expressed regarding learning. Work will be differentiated for individual pupils based on their area of need. This Wave 1 in-classroom support, includes providing scaffolded work and materials, creating an inclusive learning environment and regular parental communication.

Wave 2 Includes specific, additional and time-limited interventions for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs and interventions are generally focused on literacy and numeracy as well as emotional and social issues. Pupils on a Wave 2 intervention are initially placed on 'SEND concern', but may be subsequently placed on our SEND register depending on level of need
Wave 3 Includes targeted provision for a minority of students where it is necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential. Students on a Wave 3 intervention are placed on our SEND register and may be identified as requiring an Education, Health and Care Plan, if the support needed is long term.

How will I know if it has had an impact?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in ILPs/ needs based plans and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

4a) How will both you and I know how my child is doing and how will you help me to support my child's learning?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Upon initial identification, staff will use the SEND Pathway documents as part of our Assess, Plan, Do, Review cycle. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

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

- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.
- 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. This is something the government requires all schools to do and the results that are published nationally.

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Frequent family learning activities are held for all parents at a variety of times of day (one per term in each yr group)
- Your child may have an Individual Learning Plan that will have individual targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation
- When the child's ILP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.
- The Head teacher and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

4b. What support will there be for my child's/young person's overall well-being?

Personal and social development

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, following a structured PSHE curriculum(JIGSAW) to support this development
- The school has a Pastoral Support Worker that supports children with extra emotional and social needs that need to be developed and nurtured

Medical needs

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- The vast majority of staff hold first aid qualifications, which are updated regularly.

Behaviour, reducing exclusion and attendance

- The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve outside agencies as required
- Children who have ILPs or IBMPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings
- If your child has statement or EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey

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

Our SENCo is currently undertaking the national SENCo accreditation in order to obtain fully qualified and accredited status in this area

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teacher.
- Lunch time nurture groups to support children with social development.
- Speech and Language support.
- Designated SEND TA
- TA led BEAM sessions (physical development)

Local Authority provision available:

- Autism team support
- Social Emotional Mental Health Team
- SISS
- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Engage – Early Help

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs/ Solar

6) What training are the staff supporting children and young people with SEND had or are having?

- Speech and Language training
- Moving and handling
- Autism Tier 1 and 2

- Autism Tier 3
- Dyslexia
- Dyscalculia
- ADHD
- Foetal Alcohol Syndrome
- Cerebral Palsy

7) How will my child be included in activities outside the classroom including school trips?

- Your child will be fully integrated into the life of the school and curriculum, recognising the strengths of every child as an individual and ensuring they contribute to the social and cultural activities in school.
- We work closely with specialist teacher advisors to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.

8) How accessible is the school environment?

- The school is compliant with DDA requirements.
- There are three disabled toilets and one changing facility
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- Disabled parking bays are available in the staff car park
- If you have specific access queries or concerns please speak with us.
- The accessibility plan is based on an audit of the school site

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

<u>New pupils</u>

- Foundation Stage staff will meet with parents prior to pupils starting school and there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO.
- Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.
- Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

<u>Preparing for next steps</u>

- Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

- Where required out pastoral support worker will produce passports with individual children to aid transition.
- Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

10) How are parents involved in the school? How can I be involved?

- Prior to joining our school parents are invited to visit, and for those with children starting in FS1 or FS2 a New Parents' Evening is held annually.
- FS2 parents are also invited to attend 3 workshops led by the EYFS lead in the first week of term
- If your child has additional needs we will share information informally throughout the year, and you may be asked to contribute towards the targets which are set for your child.

11) Who can I contact for further information?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENCo (Miss Ryan), Deputy Headteacher (Miss K Pope), Headteacher or, in exceptional circumstances, the SEN Governor.
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following website:
    - Solihull Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: http://socialsolihull.org.uk/localoffer/

Signed: Chair of Governors

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