

Sparsholt C of E Primary School

SEN Information report

How does the school know if children need extra help with learning?

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

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

If a child has additional learning requirements, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is *additional to* or *different from* that which is available to all students.

At Sparsholt children are identified as having SEND in a variety of ways, including the following:

- Liaison with previous pre-school
- The child performing below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis through paediatrician

What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's teacher. You can start by contacting the teacher, who will be able to discuss your concerns. If you need to speak with the Special Educational Needs Co-ordinator (SENCO), then the teacher can arrange this or you can go directly to **Mrs Laver (SENCO)** l.laver@sparsholt.hants.sch.uk

How will school support my child?

Class teachers are responsible for the progress of children in their class. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENCO is responsible for making sure that: teachers understand a child's needs; are trained in meeting those needs; have support in planning to meet a child's needs, and; that provision across the school is efficiently managed.

Sometimes, some children require additional support to make progress in a specific area. If a need is identified then an intervention plan will be written for a short term, usually 6 weeks. This will be the teachers responsibility with support from the SENCO - advice on planning and different interventions

available. These short term interventions will be shared verbally with parents through parent termly parents meeting.

If a more long term need is identified which meets to criteria for Hampshire Special educational needs the child will be entered onto our school SEND register and the SENCO and class teacher will prepare a 'Personal Plan'. This will set small, achievable steps to work towards and will normally be reviewed each half term. The SENCO is responsible for organising personal plan interventions for an individual or small group of children.

Both short term interventions and Personal plans might include one of these provisions, for example:

- Additional adult support in the classroom – each class has access to a Learning Support Assistants (LSAs) who supports the teacher in helping the learning of whole class and provide specific additional support for any children who are not making expected progress.
- Withdrawal sessions – It may be necessary for some children to have sessions with LSAs outside the classroom working on specific programmes such as handwriting, reading recovery, numeracy support and 1:1 writing sessions with the English specialist teacher.

Who will explain this to me?

- Personal Plans will be shared with parents each half term by the SENCO
- Short term interventions will be shared through termly parents meetings with the class teacher.

How are the school governors involved and what are their responsibilities?

- The SENCO reports to a governor responsible for SEN termly (Mr J Bennett) and to the whole Governors annually. She will inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

- Class teachers are responsible for planning lessons that are accessible to and differentiated for every child.
- Children are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities to ensure the child can access the learning. This can mean teachers plan:
 - Visual, auditory or kinaesthetic activities
 - Small group or 1-1 learning with an LSA
 - Pre-teaching content or vocabulary
 - To set alternative activities for home learning

- To provide specially targeted texts and resources appropriate for children's reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for children with specific learning difficulties

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENCO, and discuss how their child is progressing. Parents/carers can contact staff members directly, or through the school office: adminoffice@sparsholt.hants.sch.uk or 01962 776264
- There will be an opportunity to meet with parents or have a written report at least termly.
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents/carers, teachers and outside agencies involved in the student's education

How does the school know how well my child is doing?

- Each half term data is collected from all teachers showing the current level of attainment for Maths, reading and writing. This means that teachers and senior leaders can track the progress of children across the school year and intervene if children experience difficulties
- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENCO and the class teacher, who use the information to plan and design the next half term's intervention programme if necessary.
- Teachers and their LSA review in-class additional support weekly and often daily.
- Teachers are observed by senior leaders as part of the school Managing Performance and Progress system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured
- The Head Teacher is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for teachers when planning the curriculum and additional support for children
- At the start of each academic year the children are screened for reading, spelling and maths skills. This allows us to identify who may need: further support; intervention, or; additional assessment to detect any underlying difficulties

What support will there be for my child's overall well being? What is the pastoral, medical and social support available in the school?

- The Class teacher will use circle times and our MOSIAC ethos values to promote the well being of all the children in their class. This will be supported by whole school Acts of Worship which teach the values
- Each Class will use the ELSA (Emotional Literacy Support Assistant) who has been trained by and receive regular supervision support from Hampshire Educational Psychology Service. The SENCO arranges this provision and teachers can request this support for their pupils, when they consider it to be suitable. The areas of emotional difficulties that ELSAs provide for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation
- Children who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes and break times , where they are supported by LSAs to manage unstructured social time

How does the school manage the administration of medicines?

- If medicine is required to be administered in school the parents are asked to complete a form detailing the time and amount of medicine needed and these will be kept in a fridge in the office and usually administered by our admin staff or qualified First Aid LSA

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties we will seek help from the behaviour support group or refer to CAMHS

How will my child be able to contribute their views?

- The school has an active student council, where students are elected each year to represent their peers in their year group. The student council is consulted on whole school plans, leads on charity activities at school and is able to express views to senior leaders throughout the school year
- There is an annual pupil questionnaire where we actively seek the viewpoints of the children on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan
- If a child takes part in an intervention programme, then they will contribute their views to the half-termly review of progress
- If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings.

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

- The SENCO has attended several recent courses and actively takes part in the Henry Beaufort pyramid support group and Hampshire County Council run support clusters.
- The school works closely with any external agencies that are relevant to individual students' needs, including:
 - Health – GPs, school nurse, clinical psychologists and psychiatrists, paediatricians, speech & language therapists, occupational therapists
 - Social services – locality teams, social workers, child protection teams, family intervention programmes
 - Hampshire Educational Psychology Service
 - Hampshire Inspectorate and Advisory Service : Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team

What SEND training have the staff had or are currently having?

- We have one ELSA (Emotional Literacy Support Assistant) who have been trained by and receive regular supervision support from Hampshire Educational Psychology Service
- Many of our LSAs have extensive experience and training in planning, delivering and assessing intervention programmes
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the children in our care.
- The school works closely with other local schools, especially our Secondary pyramid sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise is actively sought throughout the school year

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

- All children are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is positioned on a slope, which means there are many steps. We are unfortunately not able to offer full mobility for wheelchair users but have frequently managed children using crutches successfully.
- The site has one disabled toilet large enough to accommodate a wheelchair
- We liaise with HEMTAS (Hampshire Ethnic Minority and Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a Traveller background.

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

Early Years and Reception

- When the pre-school provision has been identified careful transition is planned and arranged. The Reception teacher and LSA will visit all the children starting school in their pre-school setting and assess any additional needs. The SENCO may be involved in transition if needed.
- All children who have accepted a place at Sparsholt are invited to three pre school days in June. These days provide a taste of primary school life and provide an opportunity for the children to meet their new classmates and parents to meet up too.
- Parents/carers are invited to a 'Starting school Evening' at the end of the three intake days, to learn about the organisation of the school and the day-to-day running of their new class including uniform.
- The SENCO can visit feeder pre-school if special educational needs are already identified.

Key Stage 2-3

- The SENCO and the Year 6 teacher work closely with all secondary feeder schools to support transition and provide as much information as possible to assist transition.

Joining mid-year

- All students admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the student's learning
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

How are the school's resources allocated and matched to children's needs?

- We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support

How is the decision made about what type and how much support my child will receive?

- Our provision is arranged to meet our students' needs, within the resources available; we do not simply fit children into existing plans. This approach reflects the fact that different children require different levels of support in order to achieve age expected attainment

- The SENCO consults with class teachers and support staff, to discuss the child's needs and what support would be appropriate
- There are always on-going discussions with parents/carers

How do we know if it has had an impact?

- We see evidence that the child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels
- The child is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and pupil
- Formal or informal observations of the child at school
- Pupils may move off of the SEND register when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

- A parent/carer's first point of contact should be the child's teacher to share concerns
- Parents/carers can also arrange to meet the SENCO or Headteacher
- Parent Partnership (independent, free advice for parents of children with SEND): www3.hants.gov.uk/parentpartnership
- Support4SEND
- IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk

Who should I contact if I am considering whether my child should join the school?

- Contact the school admin office to arrange to meet a member of the Senior Leadership Team or the SENCO: adminoffice@sparsholt.hants.sch.uk or 01962 776264

Reviewed October 2016