

Five Ways Primary School



SEND Information Report

September 2017

<p>The SEN Information Report will provide information about:</p>	<p>Our setting will:</p>
<p><i>Ethos, Vision and Mission Statement for Five Ways Primary School.</i></p>	<p style="text-align: center;"><u>VISION</u></p> <p>Five Ways is an inclusive school where all members of the school community are valued for the contribution they make to its success. Pupils are treated as individuals and are encouraged to build upon their strengths and talents whilst setting challenging targets for their future learning.</p> <p>At Five Ways we believe that all children can succeed and use our creative culture to ensure that our curriculum inspires and challenges pupils regardless of ability or background.</p> <p style="text-align: center;"><u>MISSION</u> (Our Aims and Objectives)</p> <p>To achieve our Five Ways vision, the school's mission is to ensure a high quality school and service for young people with a wide range of learning difficulties by:-</p> <ul style="list-style-type: none"> • Creating and maintaining a safe, comfortable and stimulating learning environment which encourages high achievement for both pupils and staff. • Planning and implementing a well-structured, inspirational curriculum which fulfils all statutory requirements and which is matched to the learning needs of each pupil. • Planning and utilising all opportunities which broaden pupils' interests, enhance individual achievements and develop each pupil's personal attitudes and social skills. • Working collaboratively and effectively with all stakeholders including the local and wider community to ensure the best possible provision for all our pupils.
<p><i>How does Five Ways Primary School know if a child needs extra help?</i></p>	<ul style="list-style-type: none"> • Concerns raised by parents/carers, teachers, or the pupil's previous school. • Tracking of attainment outcomes indicates a lack of progress. • Pupil observations indicating that they have additional needs in one of the following areas:

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	<ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and/or Physical need
<p><i>What should I do if I think my child may have a special educational need?</i></p>	<ul style="list-style-type: none"> • If you have concerns then please discuss these with your child's teacher. This then may result in a referral to the school's SENCo whose name is Mrs Sue Fuller. She can be contacted by making an appointment through the school office on 01543 278071. • All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is decided upon by the school.
<p><i>How will I know how the school supports my child?</i></p>	<ul style="list-style-type: none"> • All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. • Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum. • The quality of teaching is monitored through a number of processes that include: <ol style="list-style-type: none"> 1. Classroom observation by the senior leadership team, the SENCo and external verifiers. 2. Ongoing assessment of progress made by pupils in specific intervention groups. 3. Work sampling on a termly basis. 4. Scrutiny of planning. 5. Teacher meetings with the SENCo. 6. Pupil and parent feedback when reviewing target attainment. 7. Whole school pupil progress tracking. 8. Attendance and behaviour records. • Information on the quality of teaching will be collated in a report to governors termly, who will also evaluate the school's SEN provision.

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	<ul style="list-style-type: none"> • All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings. Pupils' progress towards meeting these targets are tracked using the whole school tracking system. • Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team. • Where it is decided that action is required to support increased rates of progress, this will follow the "assess, plan, do and review" model. • Where it is felt a child may have special needs an individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. • Additional action to increase the rate of progress will be then identified and recorded which will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. • 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 SENCo. • Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment and progress. • SEN support will be recorded on a plan that will identify a clear set of relevant yet challenging outcomes, which will include academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

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	<ul style="list-style-type: none"> • If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to: <ol style="list-style-type: none"> 1. Special Educational Needs Support Service (SENSS) 2. Behaviour Support Team (BST) 3. Dyslexia Centres 4. Autism Outreach Team (AOT) 5. Hearing Impairment team (HI) 6. Visual Impairment team (VI) 7. Educational Psychologist Service (EP) 8. Educational Welfare Officers (EWO) 9. Physical and disability support service (PDSS) 10. Social Services 11. School Nurse 12. CAMHS (Child & Adolescent Mental Health Service) 13. Local Support Team (LST) • For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This level of support has previously been known as a 'Statement.'
<p><i>How will the curriculum be matched to my child's needs?</i></p>	<ul style="list-style-type: none"> • Teachers plan using pupils' achievement levels, differentiating work to match ability for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they may be provided with additional support that may include specialised equipment or resources, Computing and/or additional learning support, e.g. small group, 1 to 1 support.
<p><i>How will I know how my child is doing?</i></p>	<ul style="list-style-type: none"> • Progress towards the identified outcomes will be shared with parents termly through Target review meetings and Parent's Evenings. Parents may also find the home-school diary a useful tool

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	<p>to use to communicate with school staff.</p> <ul style="list-style-type: none"> • School will contact parents on a termly basis to arrange a meeting to discuss progress and targets. • Additional meetings can be organised by parents/carers by contacting the school office who will arrange one for you. • Multi-agency meetings. • Termly and annual reports to parents.
<p><i>How will you help me to support my child's learning?</i></p>	<ul style="list-style-type: none"> • Termly Parent Planning statements will indicate what your children will be learning throughout the coming term. • Please look at the school website under 'Useful Information' section, it includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. • The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning. • The school organise a number of parent workshops during the year. These are advertised through e-mailed letters and text messages and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
<p><i>What support will there be for my child's overall well-being?</i></p>	<p>The school offers a wide variety of pastoral support for pupils. These include:</p> <ul style="list-style-type: none"> • Pupil and Parent voice mechanisms are in place and are monitored for effectiveness. • Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups, e.g. Positive Play. • Pupils who find outside class times difficult are provided with alternative small group opportunities within the school. • The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' wellbeing and

<p>The SEN Information Report will provide information about:</p>	<p>Our setting will:</p>
	<p>mental health.</p> <ul style="list-style-type: none"> • Behavioural/Pastoral issues are tracked using pastoral notes for each pupil allowing patterns to be identified and dealt with.
<p><i>Pupils with medical needs.</i></p>	<ul style="list-style-type: none"> • Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school and school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within supporting pupils at school with medical conditions (DfE) 2014.
<p><i>What specialist services and expertise are available at or accessed by Five Ways primary School?</i></p>	<p>The following agencies are accessed by the school as required:</p> <ul style="list-style-type: none"> • Special Educational Needs Support Service. (SENSS) • Educational Psychologists (EP). • Dyslexia Centre at Landywood Primary School. • Staff trained in Positive Play. • Behaviour Support Team. (BST) • Autism Outreach Team. (AOT) • Speech and Language Therapy. (SALT) • Occupational Therapy. (OT) • Physical Disability Support Service. (PDSS) • Diabetic Nurse.
<p><i>What training do the staff supporting children and young people with SEND undertake?</i></p>	<p>In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.</p> <p>Awareness training has been provided to all staff on:</p> <ul style="list-style-type: none"> • How to support pupils with a diagnosis of dyslexia. <p>Enhanced training has been provided to Teaching Assistants and the SENCo on:</p> <ul style="list-style-type: none"> • Leading a Positive Play Group. • Attendance at the termly SENCo Update. • The school has regular visits from SENSS specialist teachers, Autism Outreach Team and the Behaviour Support Team who provide advice to staff support the success and progress of

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	<p>individual pupils.</p> <ul style="list-style-type: none"> • The NHS Speech and Language Therapist visits termly to assess and plan support for targeted pupils. This is then delivered by trained Teaching Assistants. • The Governor with specific responsibility for SEN has completed the SEN Governor training. • Staff have continuing professional development around the areas of RPI (Restrictive Physical Intervention), Child Protection and Safeguarding. • Training to support pupils who are diabetic. <p>Planned training will include:</p> <ul style="list-style-type: none"> • Development of questioning skills to ensure all pupils including those with SEN have the opportunity to deepen learning. • Further Positive play training for nominated support staff to ensure individualised intervention for pupils with social and emotional needs. • Development of KRM Spelling programme to support pupils with difficulties in this area of the curriculum.
<p><i>How will my child be included in activities outside the classroom including school trips?</i></p>	<ul style="list-style-type: none"> • Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities where possible.
<p><i>How accessible is the school environment?</i></p>	<p>In the last three years the following adaptations have been made to the school environment:</p> <ul style="list-style-type: none"> • Disabled parking marked and in close proximity to school entrance. • Ramps and rails in place to support disabled visitors. • Lower counter in school office so wheelchair users can also have access. • Environment assessed for impact on those with hearing impairment. • Temperature of rooms assessed for impact on those with limited mobility. • One toilet has been adapted to ensure accessibility for visitors with a disability.

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	<p>Our Accessibility Plan and impact of the DES/AP 2013-2016 can be found via the school website.</p>
<p><i>How will the school prepare and support my child when joining or transferring to a new school?</i></p>	<p>A number of strategies are in place to enable effective pupil transition. These include:</p> <p>On entry: -</p> <ul style="list-style-type: none"> • A planned programme of visits are provided in the summer term for pupils starting in September. • Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. • A member of the SEN team is available to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be addressed prior to entry. • If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns. <p>Transition to the next school</p> <ul style="list-style-type: none"> • The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN. • The annual review in Y5 for pupils with an Education, Health and Care plan begins where parents are supported to make decisions regarding secondary school choice. • Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx • Accompanied visits to other providers may be arranged as appropriate.

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	<ul style="list-style-type: none"> • For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. • The records of pupils who leave the school mid year will be transferred within five working days of the parents notifying us that their child has been enrolled at another school.
<p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p>	<p>The school receives funding to respond to the needs of pupils with SEND from a number of sources including: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit);</p> <p>The Notional SEN budget along with the Pupil Premium funding for pupils who meet certain criteria meet the majority of needs. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.</p> <p>This may include:</p> <ul style="list-style-type: none"> • In-class support from teaching assistants. • Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support. • Specialist support from teachers e.g. 1:1 tuition. • Bought in support from external agencies e.g. access arrangement assessment, speech and language support. • Parent workshops. • Provision of specialist resources e.g. assessment software. • CPD relating to SEND for staff.
<p><i>How is the decision made about how much support my child will receive?</i></p>	<ul style="list-style-type: none"> • For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced by Staffordshire Local Authority.

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<p><i>How will I be involved in discussions about and planning for my child's education?</i></p>	<p>This may be through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher, SENCo or senior leadership team member. • Parents evenings. • Extra arranged meetings, e.g. Target review meetings. • Multi-agency meetings.
<p><i>Who can I contact for further information or if I have any concerns?</i></p>	<p>If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:</p> <ul style="list-style-type: none"> • Your child's class teacher • The SENCo • The Headteacher • For complaints please contact the School Governor with responsibility for SEN. <p>Support services for parents of pupils with SEN include:</p> <ul style="list-style-type: none"> • Parent Partnership http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx • If you have a general enquiry or would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on spps@staffordshire.gov.uk. • Parent In The Know newsletters http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx <p>Staffordshire Local Authority have also published a Local Offer on their website. This can be found at: http://helpyourself.staffordshirecares.info/localoffer</p>

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	<p>Useful Contacts:</p> <p>Mrs Rachel Mander - Headteacher Mrs Sue Fuller - SENCo and Deputy Headteacher Mrs Sue Gosling - Assistant SENCo</p> <p>All of the above can be contacted at Five Ways Primary School on 01543 278071.</p>																																				
	<p>Glossary: There are many SEN terms that are abbreviated. Below is a glossary of the most used SEN terms.</p> <table border="1" data-bbox="432 864 1497 1991"> <tr> <td>SEN</td> <td>Special Educational Needs</td> </tr> <tr> <td>SEND</td> <td>Special Educational Needs and Disabilities</td> </tr> <tr> <td>SEN CoP</td> <td>Special Educational Needs Code of Practice. The SEN Code of Practice is a legal document that sets out the requirements for SEN.</td> </tr> <tr> <td>SEN Support</td> <td>Special Educational Needs Support.</td> </tr> <tr> <td>EHCP</td> <td>Education, Health and Care Plan. Previously, this has been called a 'Statement'</td> </tr> <tr> <td>PPP</td> <td>Pupil Progress Plan (previously known as Individual Education Plan)</td> </tr> <tr> <td>SENCo</td> <td>Special Educational Needs Coordinator</td> </tr> <tr> <td>ASD</td> <td>Autism Spectrum Disorder</td> </tr> <tr> <td>AEN</td> <td>Additional Educational Needs</td> </tr> <tr> <td>IEP</td> <td>Individual Education Plan</td> </tr> <tr> <td>AOT</td> <td>Autism Outreach Team</td> </tr> <tr> <td>SALT</td> <td>Speech and Language Therapy Service</td> </tr> <tr> <td>BST</td> <td>Behaviour Support Team</td> </tr> <tr> <td>EP</td> <td>Educational Psychologist</td> </tr> <tr> <td>CAMHS</td> <td>Child and Adolescent Mental Health Service</td> </tr> <tr> <td>PDSS</td> <td>Physical Disability Support Service</td> </tr> <tr> <td>OT</td> <td>Occupational Therapy</td> </tr> <tr> <td>LST</td> <td>Local Support Team</td> </tr> </table>	SEN	Special Educational Needs	SEND	Special Educational Needs and Disabilities	SEN CoP	Special Educational Needs Code of Practice. The SEN Code of Practice is a legal document that sets out the requirements for SEN.	SEN Support	Special Educational Needs Support.	EHCP	Education, Health and Care Plan. Previously, this has been called a 'Statement'	PPP	Pupil Progress Plan (previously known as Individual Education Plan)	SENCo	Special Educational Needs Coordinator	ASD	Autism Spectrum Disorder	AEN	Additional Educational Needs	IEP	Individual Education Plan	AOT	Autism Outreach Team	SALT	Speech and Language Therapy Service	BST	Behaviour Support Team	EP	Educational Psychologist	CAMHS	Child and Adolescent Mental Health Service	PDSS	Physical Disability Support Service	OT	Occupational Therapy	LST	Local Support Team
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