



Welcome to our SEND Coffee Morning



Introductions



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Term 2024



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Further Information Sources

Our School website -

<https://www.shotterystandrewsprimary.org.uk/send-information/>

Warwickshire County Council Local Offer -

<https://www.warwickshire.gov.uk/send>



Our vision for pupils with SEND at Shottery St Andrew's C of E Primary School



Shottery St Andrew's Primary School is an inclusive school where every child is recognised and celebrated as an individual with needs and aspirations. We have high aspirations for all of our children and are committed to early identification, delivering targeted learning for all and ensuring that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational need.

Definition of SEND

Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014. The term Special Educational Need is used across the 0-25 age range and includes Learning Difficulty and Disability (LDD).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



Areas of SEND

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Special Educational Needs and Disabilities are described in four broad areas;

- **Communication and Interaction;**
Speech, Language and Communication Need, Autistic Spectrum Disorder
- **Cognition and Learning;**
Moderate Learning Difficulty, Severe Learning Difficulty, Profound and Multiple Learning Difficulty, Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and Physical Needs**
Hearing Impairment, Visual Impairment, Physical Disability



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How does the school know if my child needs extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- limited progress is being made
- there is a change in the pupil's behaviour/progress
- a pupil asks for help

For more detail about the school's graduated response please see the SEND Policy which can be found on the schools website.

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

The class teacher is the first point of contact to discuss your child's needs. In addition if you have concerns then you may also wish to speak to the Special Educational Needs and Disabilities Coordinator (SENDCo).

How are children with SEND involved?

Pupils:

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs.

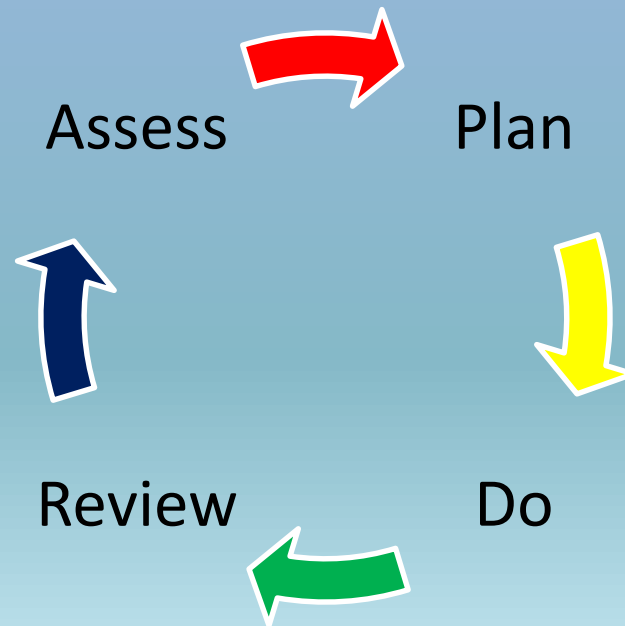
Support for children with Special Educational Needs and Disabilities

- Once a child has been identified as having a special educational need a variety of things may happen, including: their classroom work may be adapted; they may use additional or different resources; they may receive extra adult support either individually or in small groups; they may be part of an intervention group focusing on a particular aspect of learning, such as reading or phonics.
- They will have an Individual Education Plan (IEP), identifying specific aspects of their learning that staff will be focusing upon. These are then reviewed and updated during the year. They will also be added to the SEND register – a list of all pupils in the school with SEND.
- Occasionally a pupil may need more expert support from an outside agency such as SENDSupported, the Integrated Disabilities service, Speech and Language therapy, School Nurse, Paediatrician, Educational Psychology, Neurological Team, etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.



The Graduated Approach

- Underpinning all of our provision in school is the **graduated approach** cycle of:



Assess Stage

- This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.
- This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.



Plan

- Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will take the form of an Individual Education Plan (IEP) outlining the small steps and interventions which will be used to support the child.

Do

- The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Review

- Reviews will be undertaken at regular intervals. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil (where appropriate) and their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.
- Parents will be provided with clear information about the impact of support.

Support for my child

- The class teacher will suggest ways of supporting your child's learning on a regular basis through homework, parents evenings or by arranging a meeting with you.
- The SENCo may meet with you to discuss how to support your child.
- Staff including the class teacher, SENDCo and headteacher may meet with you to discuss strategies to use if there are problems with a child's social, emotional and mental health needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are sometimes provided that can be used at home.
- If the Educational Psychologist is involved with your child you will be invited to meetings with the Educational Psychologist.
- Parent/carers information sessions and letters are available, which aim to help you to support your child's learning.

Activities outside the classroom

- Activities and school trips are available to all, and all children are encouraged to participate.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- Additional preparation may given to those children who may need it, such as looking at photographs of a visit venue.



Transition

We understand what a stressful time moving schools or even moving classes can be, therefore many strategies are in place to enable pupils' transition to be as smooth as possible.

Transition within School:

- All pupils attend a transition session where they spend time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new class or time with new teachers.
- Time is allocated for the previous teacher to meet with the child's new teacher.
- The school is always willing to meet parents/carers prior to their child joining a new class.
- A transition booklet with photographs of the new class teacher and classroom area may be provided for pupils to look at over the summer holidays



Transition to High School:

- The Year 6 teacher (Miss Morys) and teaching assistants work with children who are anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Information exchange between the previous school prior to the pupil joining.
- All pupils attend a Transition sessions, which depend on the high school they are joining, where they spend time in their new school.
- Additional visits are also arranged for pupils who need extra time in their new class or school.
- Some of the high schools also offer additional sessions during the summer holidays for children who may need this.
- Secondary school staff visit pupils prior to them joining their new school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, the new secondary school, the parents/carers and where appropriate, the pupil.

Next Steps

- We would really appreciate your feedback, views and comments so please fill in the sheets that are on your tables
- We would like to hold further sessions for parents and carers so what would you find useful? Where possible we would like to invite some outside speakers.



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