

SEN Information Report

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1. How do I tell the school if I think my child needs extra help?

- If you have any concerns about the progress your child is making in school, how they are working or if you feel your child may have a Special Educational Need you can discuss this with the assistant SENCO, SENCO, Head of School or the Executive Head Teacher. You may prefer to discuss the matter with your child's class teacher who could then refer the matter to the appropriate person. All of the adults mentioned above will be able to meet with you and will endeavour to arrange a time in which to do this that suits you. Any of the persons mentioned above can be contacted via email found on the school website. An appointment with any of the adults mentioned above can also be made by phoning the schools reception.

2. How will the school work out if my child has barriers to their learning?

- The identification of children whom need extra support with their development/learning begins in our Partnership Foundation Stage Unit. Children from 2-4 are educated in this environment and it provides a seamless transition for the children who have additional needs between Pre-School and Foundation.
- Children's barriers to learning are identified, through daily observations, discussions with staff and diagnostic tests.
- A weekly discussion is held by the teaching staff, within the school, which identifies children who require extra support, strategies which are working for those children and identifying ways to improve the progress they make. This discussion also gives time to reviewing children with Social, Emotional or Mental Health issues and identifying ways in which we can support their needs. If the cause or answer to this is not easily found then a THRIVE (or similar) assessment can be carried out. This will be arranged with the staff involved as well as the parent/carer.
- The school reviews the progress of every student each half term and we use this data to identify students who may be falling behind national, age related, expectations or who have not made sufficient progress since the last review. We then conduct further assessment, if necessary, to target support appropriately. Once this has been identified a

discussion is held between the Head of School and the Class Teacher, in which they aim to discover the specific barrier to that child's learning. Once the barrier to learning has been identified the class teacher and Head of School will plan individualised support, with the intention of overcoming the barriers to learning and notify the parents/carers of this additional support. If this support does not meet the needs of the child then we will review them and determine whether an alternative approach is appropriate.

- All students who have an Education and Health Care Plan will have their support reviewed every term as a minimum. An Education and Health Care Plan says what the Special Educational Needs of a child are and how they will be supported. The SEN Code of Practice (2014) states that a child has Special Educational Needs if "they have a learning difficulty or disability which calls for special educational provision to be made for them".

3. How will my child's work help them to achieve their targets and meet their individual needs?

The school will support students with SEN according to their need. This could mean provision of some or all of the following:

- Suitably differentiated teaching in class.
- To work individually, or in small groups, with teachers and/ or teaching assistants inside or outside of the classroom.
- Individualised timetable to allow a focus on specific areas of need.
- Altering the curriculum to allow opportunities to learn additional, necessary life skills.
- The use of additional, specialist, resources.
- The use of ICT hardware and software.
- Concessions in examinations.

4. How will my child be supported, who will plan for their learning needs and who will explain it to me?

- Teachers are responsible for planning, differentiating the work and communicating this to parents/carers.

- Students with an EHCP will be assessed prior to a review to establish the progress made, current needs, degree of support required and to establish if any specialist support should be requisitioned. This will be reviewed, annually at the EHCP review. Every half term these needs will be reviewed by the teacher, Head of School, SENCO, Parents/Carers and where appropriate the child.
- All teaching staff are briefed by the Head of School about student needs through weekly staff briefings, staff meetings, internal email and the Staff Bulletin.
- Teaching staff have been trained in planning and providing for children with a wide range of SEN needs. Where 'expert' knowledge is required the class teacher and/or Head of School will call upon outside agencies, as required.
- Parents/Carers are encouraged to meet with the Class Teacher/Head of School / SENCO as regularly as they see fit, if they require support or clarification on any of the support given to their child.

5. How will the school support my child to reach their goals and become more independent?

- What support is provided for students with SEN will depend upon the degree of need. The ultimate aim of all support is to enable the young person to become as independent as possible.
- Sometimes an additional adult may be required to help the child achieve their targets. Where this is necessary the school will initiate the process of gaining funding to support the extra provision.
- We will assess and monitor students on a regular basis and, when necessary, involve other agencies to provide advice and support.
- A range of strategies are used to provide emotional and social support for children at the school. Where this provision is not sufficient the school will refer your child to Child & Adolescent Mental Health Services (CAMHS) with your permission.
- The Head of School also liaises with the SENCO/Secondary Schools/Colleges to ensure that all of the appropriate information is passed on. This is a process that begins in year 5 or 6 so that a smooth transition will occur.

6. What can I do if I am worried or concerned about the support my child is receiving in school?

- If you are concerned about the support your child is receiving then you can contact any of the following people:

- Class Teacher
 - Head of School
 - SENCO
 - Executive Head Teacher.
- You can arrange a meeting with any of the members of staff mentioned above by calling the school's reception or arranging an appointment in person.

7. How will I know if my child is achieving the targets that the school and I have set?

- You are encouraged to meet with either your child's class teacher or the Assistant SENCO on a regular basis to discuss the progress your child is making. Please feel free to arrange a formal appointment or at any time or come in for an informal chat.
- All parents are encouraged to attend termly parents' evenings.
- Once a year a written report is made available, this discusses the progress which your child has made.
- Parents/Carers of children with an EHCP or Statement will be invited to discuss the progress of their child and help to shape their future targets at least every half term.

8. How can I get help if I am worried about something other than my child's work?

- The class teacher should be the first person to speak to about any concerns you may have, they will be able to signpost you to someone who can help you, if they cannot address the issue.
- If the issues are unresolved then you could contact the Head of School, SENCO, or Deputy Executive Head Teacher.
- Below is a list of outside agencies that the school works with. We can seek advice, support and assistance from them at any time. If you feel that your child requires access to these services or would like more information about how they can assist then please contact one of the adults above.
 - Child & Adolescent Mental Health Services (CAMHS)

- Devon County Council (0-25 team)
- Educational Psychologist
- North Devon Integrated Children's Services
- Occupational Therapy
- School Nursing Team
- Speech & Language Therapy

9. What training have staff had which enables them to help young people who require extra support?

- All teaching staff are very adept at differentiating and supporting children to overcome barriers in their learning.
- All staff receive regular updates on national and local practice.
- Specialist training is given to those adults who are providing specific interventions.
- Specialist training has been given to adults who are working with children who have specialist needs.
- Training is given to all adults who work with specialist equipment and resources.
- The training needs of staff are reviewed regularly and additional training is given to any adults who request or require it.

10. What help is there to help me get ready to start at my next setting / school / college?

- The Head of School will contact your chosen provider and set up a transition plan in year 5/6 depending on your child's needs.
- The children in year 5/6 have lots of additional opportunities to visit and participate in lessons at Chulmleigh Community College throughout the year. This enables a smooth transition for the children.
- If you are joining our school then we would recommend visiting the school and coming for a 'taster day' where your child can experience school life, before you make your decision.

11. What help is there to assist your child get ready to start work, be as independent as they can, participate in their community and take responsibility for my health when I become an adult?

- The curriculum is built around knowledge and skills that employers have told us you need for adult life. Where it is required we can and will set up an individualised curriculum for children to concentrate on learning the skills necessary to become independent in later life.
- We take every possible step to ensure that all of the children in our care become independent. This means teaching the skills necessary for this as well as giving all children, whatever their needs, time to complete activities independently.
- All children are encouraged to participate in the 'citizenship' award which encourages charity work, participation in clubs and taking on a role of responsibility within the school.