



New City Primary - SEND Information Report For Children with Special Educational Needs & Disabilities (SEND)



Who is the best person to talk to about my child's difficulties with learning, Special Educational Need (SEN) or disability?

A parent/carer's first point of contact is the class teacher. The class teacher is responsible for:

- ✦ Ensuring the child's views on their difficulty are obtained and this is considered when planning. This can be done either by speaking to the child or observing them during lessons and/or playtime. Pupils often know how they like to learn, what they find difficult and most importantly have many ideas of how the class teacher can support them in lessons.
- ✦ Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need, such as targeted work and/or adapted classroom resources.
- ✦ Where appropriate, liaising with the school's SENCO to ensure the child is receiving the appropriate support.
- ✦ Writing and informing support plans with the SENCO - sharing and reviewing these with parents at least once each term and planning for the next term.
- ✦ Ensuring that all staff working with your child is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ✦ Ensuring that the school's SEND Policy is followed in their classroom.
- ✦ Ensuring all recommended support (advised by the SENCO and/or specialist agencies) is implemented into daily lessons

If more advice/support is needed then the school's SENCO will meet with parents and the child's class teacher to discuss current progress, additional support and areas of concern; SENCO's responsibilities are:

- ✦ Overseeing the day-to-day operation of the school's SEND policy
- ✦ Coordinating provision for children with special educational needs
- ✦ Liaising with and advising fellow teachers
- ✦ Managing learning support assistants
- ✦ Overseeing the records of all children with special educational needs
- ✦ Liaising with parents of children with special educational needs
- ✦ Contributing to the in-service training of staff
- ✦ Liaising with external agencies
- ✦ Tracking attainment and rates of progress of SEND pupils

What are the different types of support available for children with SEND at New City Primary?

At New City we believe the first and most important level of support that all children receive begins with outstanding targeted classroom teaching delivered by the class teacher.

For your child this would mean...

- ✦ Being motivated, excited and challenged by their lessons
- ✦ Being creative, imaginative and encouraged to explore and enquire
- ✦ Being encouraged to be a reflective and independent learner including being part of planning and leading their own learning
- ✦ Use technology and lots of different resources to enhance their learning
- ✦ Have high expectations of their potential and to be given every opportunity to meet it
- ✦ The teacher has the highest possible expectations for your child
- ✦ All teaching builds on what your child already knows and effectively fills any 'gaps' in his/her learning.
- ✦ Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve using more practical 'hands on' learning.
- ✦ Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.

Not all support can be delivered in the classroom by the class teacher and therefore some children get extra support through targeted specific small group work or individual sessions.

These sessions, often called Intervention groups, may be:

- ✦ Delivered by a teacher or a teaching assistant who has had specialist training to run these groups.
- ✦ Held in the classroom or an intervention space on a weekly basis.
- ✦ Advised by specialist outside agencies such as Speech and Language service, Occupational Therapy service or specialist teachers

The types of intervention groups run at New City are based on the needs of the children. The following sessions are currently offered by the school:

- ✦ Speech and language programmes (Language Enrichment Groups)
- ✦ Sensory PE (for pupils with sensory processing difficulties / coordination and movement difficulties)
- ✦ Box Clever (speech and language sessions for pupils aged 3-5)
- ✦ Food group (for pupils with sensory needs and autism)
- ✦ Reading accuracy/reading comprehension/spelling/phonics
- ✦ Social skills groups
- ✦ Life skills (pupils with complex needs)
- ✦ Attention Autism therapy
- ✦ Lego Therapy

For your child this would mean:

- ✦ Engaging in short sessions 2/3 times a week with specific targets to help him/her to remove barriers to learning and make progress.
- ✦ Applying the new skills learnt back in their lessons.

Some children will have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- ✦ Local Authority central services such as the Complex Needs Team, Language Communication and Interaction Service (LCIS) or the Sensory Team (for pupils with hearing, visual or mobility needs)
- ✦ Outside agencies/services such as:
 - Speech and Language Therapy Service
 - Educational Psychology Service
 - Occupational Therapy
 - The Child and Family Consultation Service (CFCS)
 - Child Development Service (CDC)
 - Behavioural Support Service (BSS)

For your child this would mean:

- ✦ The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. resources
 - Changing some aspects of teaching to support them better
 - Support to set targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual working with an outside professional
 - Engaging in short sessions 2/3 times a week with specific targets to help him/her to remove barriers to learning and make progress. ✦ Applying the new skills learnt back in their lessons

My child has a high/complex level of need. What types of support does New City Primary School offer?

High Needs Funding

This type of support is available for pupils who have severe, life long and complex needs.

- ✦ The SENCO and the class teacher will profile your child to identify their level of need.
- ✦ If there is a high level of need then the SENCO will present or apply for an EHCP to the local authority who will either agree or disagree on the assessment and any funding allocated. The school will use this additional funding to ensure your child's needs are met and they make progress.

For your child this may mean:

- ✦ Specialist intervention in the Learning Hub run by SEND teacher and specialist SEND teaching assistants under the guidance of the outside professional and/or specialist teacher
- ✦ Targeted additional adult support in class
- ✦ Access to specialist resources e.g., speech and language and occupational therapists

- ✦ A personalised support plan setting out the profile of need and ways to address your child's needs.
- ✦ An annual pupil centred review which involves the child, parent, school and outside agencies. During this meeting we discuss your child's progress, identifying what support is working well/not working and as a team with the parents, create new personalised targets as part of the support plan.

EHCP's Educational Health Care Plans

One important change of the newly revised Code of Practice is the new EHC plan and how it replaces the previous 'Statement of Education'. Please see the Newham's local offer link below for more details: <http://www.newham.gov.uk/Pages/Services/Assessment-for-an-education-health-and-care-plan.aspx>

How does New City Primary School support the emotional, mental and social development of children with SEND?

The Pastoral Team has special responsibility for Pastoral Care and there is an established system of pastoral arrangement in the school. Children with emotional, mental and social development needs have access to the following support:

- ✦ Learning Mentors
- ✦ School counsellor
- ✦ Identified key worker (teacher or support staff)
- ✦ Targeted support from external agencies in the authority (CAHMS and Behaviour Support Services)

I am concerned about my child's progress. Who do I speak to?

- ✦ If you have concerns about your child's progress you should speak to your child's class teacher initially. Follow up meetings may be required with the class teacher and the SENCO
- ✦ If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher
- ✦ If you are still not happy you can contact the school SEND Governor via a complain form (provided by the Head teacher)

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- ✦ Share the views of the pupil
- ✦ Listen to any concerns you may have too
- ✦ Plan any additional support your child may receive
- ✦ Discuss with you any referrals to outside professionals to support your child's learning

How are the teachers in school helped to work with children with an SEND and what training do they have?

- ✦ The SENCO support the class teachers in planning and assessing for children with SEND.
- ✦ The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND
- ✦ Individual teachers and support staff attend training courses run by outside agencies and/or the school that are relevant to the needs of specific children in their class

How is New City Primary accessible to children with SEND?

- ✦ Much of the building is accessible to children with physical disability via ramps and a lift.
- ✦ We ensure that equipment used is accessible to all children regardless of their needs.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- ✦ If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.

If your child has a high level of need:

 - A meeting between the new and current SENCO will take place to ensure all the information about your child's needs and level of support is shared.
 - A transition plan will be shared and discussed with the parent.
 - Additional visits to the new school may be required to allow your child to become familiar and comfortable in their new environment. In some cases, staff from the new school will visit your child in this school
 - A transition book will be made containing photographs of their new school and teacher(s) to support their understanding of the move

- ✦ When moving classes in school:
 - Information will be passed on to the new class teacher in advance, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher.
 - If your child would benefit from a transition book then one will be made for them.
- ✦ In Year 6:
 - The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school
 - Focused learning will help your child to understand the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How will you measure the progress of my child in school and how will you know whether my child is making the right level of progress in school?

- ✦ Your child's progress is continually monitored by his/her class teacher through work produced and verbal discussions
- ✦ His/her progress is reviewed formally every term
- ✦ If your child is in Year 2 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- ✦ 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 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

- ✦ If appropriate, pupils on the Code of Practice (SEND register) will have an Individual Education Plan (IEP) which will be reviewed every term with your involvement, and the plan for the next term made.
- ✦ The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- ✦ If your child is receiving out of class intervention, their targets are reviewed every half term and both the reviewed target sheet and new targets are given to parents.
- ✦ The Assessment coordinator and SENCO will also monitor levels/data to ensure that your child is making good progress and receiving the correct level of support.

What support do we have for you as a parent of a child with an SEND?

- ✦ The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.
- ✦ The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- ✦ All information from outside professionals will be discussed with you or, where this is not possible, shared in a report.
- ✦ IEP's will be reviewed with your involvement each term.
- ✦ A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

What are the arrangements for handling complaints from parents of children with SEND?

At New City Primary School, we operate an 'open door' policy. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child's needs further please contact the SENCO or Head teacher who will be able to talk about how the school can support children with SEND. The School's complaints policy is on our school website. This includes complaints around SEND and Looked after children. Please follow this policy if you would like to make a formal complaint. In the first instance discussions would be encouraged by the class teacher, SENCO and Head teacher to try and resolve any issues.

Complaints Procedure:

If a parent or other professional is concerned about how a child's special educational needs are being met they are asked initially to discuss their concerns with the class teacher.

If the matter is not resolved the complainant should approach the SENDCO who will: - •

Investigate the concern

- Consult and decide on future action
- Feedback to the complainant
- Record discussions and action within an agreed timescale

If the matter is not resolved the complainant should approach the Head teacher who will: -

- Examine previous documentation
- Investigate the concern
- Consult and decide on future action
- Feedback to the complainant
- Record discussions and action within an agreed timescale

If the matter is not resolved the complainant should approach the governing body, through the Chair of Governors. The governors will then investigate the complaint. If the matter remains unresolved the complainant is advised to contact the Monitoring Officer of the LA.