

SUTTON OAK CHURCH OF ENGLAND PRIMARY SCHOOL



SEN INFORMATION REPORT

*At Sutton Oak C.E. Primary School we strive to support **all** children to enable them to achieve at school.*

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Educational Needs Co-ordinator (SENCO) is Miss Powell.

Our SEN Information Report contains information for parents/carers of children who have Special Educational Needs (SEN) or a disability. The report outlines the support and provision they can expect to receive whilst attending Sutton Oak CE Primary School

How are Special Educational Needs defined?

A child or young person has Special Educational needs (SEN) 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:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

How does Sutton Oak C.E. Primary School know if children need extra help?

We know when pupils need extra help if:

- ❖ concerns are raised by parents/carers, teachers or the child
- ❖ limited progress is being made
- ❖ there is a change in the pupil's behaviour or progress

Who is the best person to talk to about my child's difficulties with learning/SEN?

The SENCO, Miss Powell is responsible for the operation of the Special Needs Policy and coordination of specific provision made to support individual children with SEN.

If you have concerns about your child's learning please contact the class teacher, you don't have to wait until a Parents' Evening. The class teacher will feed back any concerns that a parent may have to the SENCO. Miss Powell is also happy to meet with parents.

How will I know how Sutton Oak C.E. Primary School will support my child?

If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register and will be included in the class Provision Map. Provision Maps outline the child's difficulties and the personalised provision offered to help them overcome these difficulties. Such provision may include interventions, resources or strategies. The success of the provision is reviewed at the end of each term. If a child has a significantly high level of need and/or they are in receipt of Local Authority funding, they will have an Individual Education Plan (IEP) instead of being on the class Provision Map. IEPs consist of personalised targets, strategies to help your child succeed and success criteria. IEPs will be continually monitored by the class teacher and by the SENCO at least three times per year. IEPs will be reviewed and revised each term by the class teacher and discussed at Parents' Evenings where you will be given the opportunity to contribute.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Speech and Language therapy, etc. A referral will be made, with your consent 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 Governors of Sutton Oak C.E. Primary School are responsible for entrusting the Headteacher, Mr Iwan Williams to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEN policy and all other statutory policies as defined by the DfE.

How will the curriculum be matched to my child's needs?

Children with SEN have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They may need extra support or different help, for example modified tasks, extra time or breaks in formal assessments.

Teachers, teaching assistants or specialist staff may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. Their work will be differentiated by the class teacher to enable them to access the curriculum more easily and, if appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

You will be able to discuss your child's progress at twice yearly Parents' Evenings and through their annual report. If your child has an Individual Education Plan, this will be discussed at Parents' Evenings and you will be given a copy to keep.

Your child's class teacher will also be available at the end of each day if you wish to discuss your child. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

How will Sutton Oak CE Primary School help me to support my child's learning?

The class teacher may suggest ways of how you can support your child.

Miss Powell or Mrs Bradshaw (Sutton Oak's Pastoral Manager) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

At Sutton Oak CE Primary School, a child's physical and emotional wellbeing is of paramount importance. Our school values –friendship, compassion, forgiveness, respect, reverence, truthfulness, trust, perseverance and thankfulness, underpin all that we do at Sutton Oak. We focus on a new value each fortnight and a celebration of our values takes place at weekly assemblies where names of children displaying those values are added to the 'Values Tree'.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. We have an experienced 'Pastoral Team' consisting of Mrs Bradshaw (Pastoral Manager) and Mr Holland (Behaviour Support Worker). Mrs Bradshaw, Mr Holland and Miss Powell work very closely together and are regularly available for pupils who wish to discuss issues and concerns. Where appropriate, mediation sessions are carried out.

Supervised 'Lunch clubs' are often available for those who find lunchtimes a challenge.

As part of our support for all children in school, we have regular opportunities to consult with support services and health agencies through a multi-agency approach. This approach sometimes includes completing the Common Assessment Framework (CAF) to support the family as well as the pupil. This involves discussing the needs of the individual/family in school and planning together using the advice and support of other agencies

Pupils with medical needs

- ❖ If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed
- ❖ All staff have had basic first aid training.
- ❖ All staff have had safeguarding training.
- ❖ All staff have had Asthma training delivered by the school nurse.
- ❖ A number of staff have had Diabetes training delivered by a specialist Diabetes nurse.
- ❖ Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

What happens if my child has a high level of need?

If your child's needs are complex or severe we may suggest that that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe your child's SEN and the special help they should receive. EHC plans usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment or attendance at a school with specialist resource support. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, Local Authority representatives and other professionals as required.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- ❖ The Language and Social Communication Service
- ❖ Child Protection Advisors
- ❖ Educational Psychologist
- ❖ CAMHS (Child & Adolescent Mental Health Service)
- ❖ Educational Welfare Officers
- ❖ Hearing Impairment Team to support pupils with Hearing Impairments.
- ❖ The Children's Disability Service

- ❖ Vision Impairment Team to support pupils with Vision Impairments.
- ❖ Behaviour Improvement Team
- ❖ Occupational Therapists
- ❖ English as an Additional Language Service
- ❖ Speech & Language Therapy
- ❖ Community Paediatricians (based at Alder Hey)
- ❖ School Nurse
- ❖ Portage
- ❖ Learning Support Service
- ❖ Traveller Support Service

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at termly SEN planning meeting. These are meetings held three times a year between school staff and other professionals. In order to help understand the pupil's educational needs better, the Educational Psychologist will meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

Are the staff who support children with SEN and Disabilities (SEND), provided with appropriate training?

Different members of staff have received training related to SEN and Disabilities. These have included sessions on:

- ❖ How to support pupils on the autistic spectrum.
- ❖ How to support children who speak English as an additional language.
- ❖ How to support children with specific learning difficulties such as Dyslexia or Dyscalculia.
- ❖ How to support pupils with social and emotional needs.
- ❖ How to support pupils with behavioural difficulties.
- ❖ How to support pupils with speech and language difficulties.
- ❖ How to support pupils with physical and co-ordination needs.
- ❖ How to support children with sensory needs
- ❖ Using Makaton sign language

Miss Powell has gained the qualification 'National Award for Special Educational Needs Co-ordination'.

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ ramps into the infant building to make the building accessible to all.
- ❖ 2 toilets (1 in each building) adapted for disabled users.
- ❖ wide doors in some parts of the building.

How will the school prepare and support my child when joining Sutton Oak C.E. Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- ❖ Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- ❖ All pupils attend a transition session where they spend some time with their new class teacher.
- ❖ Additional visits are arranged for pupils who need extra time in their new school.
- ❖ Miss Powell and Mrs Bradshaw are always willing to meet parents/carers prior to their child joining the school.
- ❖ Miss Powell and Mrs Bradshaw liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.

What if my child needs transport to and from school?

We do not provide transport for children travelling to or from school.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances.

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

These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

At Sutton Oak, we understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in important decisions regarding your child's education and you are actively encouraged to contribute your opinions. This may be through:

- ❖ discussions with the class teacher
- ❖ during parents evenings
- ❖ during discussions with the SENCO or other professionals
- ❖ parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

Who can I contact for further information?

If you wish to discuss your child's educational needs or existing provision please speak to your child's class teacher. You can also contact the school office on 01744 678690 to arrange a meeting with Miss Powell.

Hopefully, this document has answered any queries you may have, please contact the school if you have further questions.

Further information regarding the SEN policy can be found on the school website www.suttonoak.co.uk