

Special Educational Needs Information Report

What kinds of Special Educational Needs are provided for at Radipole?

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

The code states that:

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

How does Radipole Primary School know if children need extra help?

We know when pupils need 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

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

The class teacher is the initial point of contact for responding to parental concerns.

Thereafter, if you have concerns then contact Mrs Hilton who is our SENCO.

What is the SENCO's role?

The SENCO's role is primarily to:

- coordinate all the support for children with SEND and develop the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- liaise with all the other people who may be coming into school to help support your child's learning
- update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs
- provide support for teachers and support staff in the school, so that they can help children with SEND achieve the best progress possible.

How will I know how my child is doing?

We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.

You will also be able to discuss your child's progress at Consultation Evenings, where you will receive information about what extra provision is put in place for your child in terms of a Provision Map or Individual Education Plan (IEP). These documents are reviewed throughout the year and shared with parents at Consultation Evenings.

If your child has an Education Health Care Plan (EHCP) then this will also be reviewed during the year. You will be invited to attend a meeting with the SENCO and other professionals who may be involved in your child's provision to discuss progress and identify next steps.

Your child's progress is continually monitored by his/her class teacher. Progress is reviewed every term and an assessment against the age related expectation is recorded in reading, writing and maths.

If your child is in Year 1 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 Year 2 and Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs).

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

A range of ways will be used to keep you informed, which may include:

Home/school contact book

Certificates, stickers, positive praise postcards sent home

Parent Consultation evenings and additional meetings as required

At the end of each year you will receive a full report which summarises their overall progress for that year.

How will you help me to support my child's learning?

The class teacher may suggest ways of how you can support your child. Mrs Hilton may meet with you to discuss how to support your child with particular strategies. If outside agencies or the Educational Psychologist have been involved; suggestions and programmes of study are provided that can be used at home.

Will my child be involved in discussing their provision?

It is important that your child is able to express their opinion about their learning and progress at school. We ensure all children are aware of their targets and encourage them to be motivated and responsible for working towards them.

How will the school prepare and support my child when joining Radipole Primary School or transferring to a new school?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is joining us:

We will liaise with the previous educational setting in order to understand any provision that has been put in place for them.

You are welcome to visit the school for settling in sessions if necessary and to meet your child's class teacher.

Mrs Hilton is available if you wish to discuss your child's needs in more detail.

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 arrange preliminary visits for your child to the new school and follow up any questions/concerns they may have.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher.

All children will have the opportunity to spend a session with their new teacher before the Summer Break

In Year 6:

The SENCo will discuss the specific needs of your child with the SENCO of their secondary school. Where possible your child will visit their new school on several occasions and staff from the new school will also visit your child in this school.

How will staff support my child?

Class Teachers will ensure that:

- the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- they use different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Teaching Assistants are allocated to each class to support the teachers in delivering the curriculum. They assist the teacher in delivering the curriculum and will often work with a small group of pupils with an agreed focus. Occasionally they will work 1-1 with a pupil with exceptional special educational needs and/or disabilities

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

All teaching is based on building on what your child already knows, can do and can understand. Teachers will carefully check on your child's progress and decide whether they have gaps in their understanding/learning and need some extra support. They will plan group sessions for your child with targets to help them to make more progress. *(Another teacher or teaching assistant may run these small group sessions using the class teacher's plans, or a recommended programme, known as an 'Intervention').*

What specialist services and expertise are available at or accessed by your setting?

A number of specialists visit the school.

These include:

- Speech Therapists
- Educational Psychologist
- The School Health Team
- Hearing and Visual Support Service
- Occupational Therapists
- Social Care and Health Workers

We are also able to refer children, via the School Health Team or their GP, to the Children's Centre at DCH where they can be assessed by a range of specialists including Occupational Therapy, Physiotherapy, Paediatricians, Specialist Speech Therapists and the Child and Adolescent Mental Health Team.

We make direct referrals to counselling services such as DCFCT.

Where there are concerns about a family situation or there is additional support needed at home, we work closely with the 'Locality Team'. They have links with other organisations which are able to support vulnerable families eg MOSAIC (bereavement counselling).

Within school we are also able to deliver specialist interventions to address specific learning needs.

These include:

Maths:

- First Class @ Number (Year 2)
- First Class @ Number 2 (Year 2,3 and 4)
- Talk for Number (Year 4)
- Success @ arithmetic (starting May 2016 in Year 5)

English:

- Better Reading Partners (BRP) (KS2)
- Dorset Reading Partners (DRP) (KS1 and 2)
- Year 6 Reading group
- Early Morning Phonics (Year 2,3 and 4)
- FFT Wave 3 (starting May 2016 in Year 2)

Emotional Wellbeing:

- Talkabout Group (small group sessions which address social communication and emotional well-being).
- Counselling
- Emotional Literacy Support

Impact of interventions:

Maths Interventions	Impact Spring 2016
First Class @Number	Pupils made progress of 18.3 months over 3 months
First Class @Number 2	Pupils made progress of 9.3 months over 3 months
Talk for Number	Programme not yet completed

English Interventions	Impact Spring 2016
BRP	Over 3 months, on average, pupils reading age improved by 6.7 months and comprehension age by 21 months.
Year 6 Reading Group	Over 4 months, on average, pupils reading age improved by 9.3 months and comprehension age by 7.4 months.
Early Morning Phonics	Pupils developed confidence and understanding of two complete phases
DRP	Over 3 months, on average, pupils reading age improved by 10.8 months and comprehension age by 7.6 months.

Who will evaluate the provision my child is receiving?

The SENCO will monitor your child's progress each term and check that your child is making good progress within any individual work and in any group that they take part in. If there are concerns, we will look into ways of addressing these and providing additional support.

What support is there for my child's overall wellbeing?

All staff are trained to deliver our Jigsaw (Personal, Social and Health Education) programme. Classes are given time each week, through a 'circle time' to share their thoughts, worries and concerns, in addition to a teaching/reflection session where new skills are practised.

Those children with particular needs are given access to a weekly small group session (with a specially trained TA) focussing on social communication and activities to promote self esteem.

A small number of older children are also trained as Playground Leaders and Peer Mediators, supporting younger children at playtimes and lunchtimes.

There is a well-established system of rewards to promote positive behaviour and good communication between home and school to follow up any incidents of unacceptable behaviour between pupils.

We have a school based counsellor who works with a small number children on a one to one basis to discuss personal issues.

We also have a trained 'ELSA' (Emotional Literacy Support Assistant' who is able to work with children on a 1:1 basis or in a small group to work on concerns such as friendship issues, bereavement, self-esteem and behaviour.

We are able to access support from our 'Locality team' to provide direct support for families. We are also able to initiate referrals to Dorset Child and Family Counselling Trust and Mosaic (A bereavement charity)

What training do staff supporting children and young people with SEND have?

The school has regular training sessions for all staff to improve the teaching and learning of children including those with SEN. This provides opportunities to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with particular needs.

Class teachers and teaching assistants attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

They are also given opportunities to meet with, observe or receive support and advice from external specialists when they visit the school to work alongside individual children.

Where children have specific medical needs, training sessions are arranged in school so that advice and support can be given to all staff involved with that child and Health Plans can be drawn up to ensure necessary procedures are in place.

Mrs Hilton has gained the qualification 'National Award for Special Educational Needs Co-ordination'.