



Elizabeth Woodville Primary School

Special Educational Needs & Disabilities (SEND) Information Report: Parent Guide

(Including our school's contribution to the Local Offer)

At Elizabeth Woodville we ensure that all our children can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to their next phase of education.

As a mainstream school we have a commitment to inclusive practice, so that all children can be happy, flourish and feel safe. We make sure that all pupils' individual needs are met. We support all pupils, including those with SEND, to aim high and achieve their full potential.

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| Address | Glebe Road, Groby, Leicestershire LE6 0GT |
| Contact Details | 0116 2876050 office@elizabethwoodvilleprimaryschool.co.uk |
| Headteacher | Mr Andrew Pridmore |
| Special Educational Needs and Disabilities Co-ordinator (SENDCo) | Mrs Sarah Nash snash@elizabethwoodvilleprimaryschool.co.uk |
| Website Address | http://www.elizabethwoodvilleprimaryschool.co.uk |
| Age Range | 4 – 11 years |
| Ofsted | December 2017 – Good |
| Number of children with SEND | 17 |

“How does the setting know if children / young people need extra help and what should I do if I think my child may have special educational needs?”

At Elizabeth Woodville we aim to provide the very best learning experiences through a broad and balanced curriculum, which meet the needs of all children and enables them to fulfil their full potential.

We aim to identify areas of need as early as possible, by regularly tracking pupils' progress in class and take proactive action when a pupil is not making the expected progress for their age.

In the first instance, the class teacher would talk to you about your child's progress and suggest ways in which you could help at home. Additional support in class or through a targeted intervention group will be provided. If difficulties persist, the SEND Co-ordinator (SENDCo) will become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

If you think your child has special educational needs it is really important that you come and talk to us as so we can work together to provide the highest level of care, support and education.

“How do we identify children with special educational needs and disabilities?”

Children are identified with special educational needs when their learning difficulty or disability is such, that they need provision different from, or additional to, that normally available to pupils of the same age. For some children, SEND can be identified at an early age. For other children and young people difficulties become evident only as they develop. We are committed to the earliest identification of these needs so that effective provision can start as soon as possible.

Our SENDCo supports staff in their identification of children with SEND. If a class teacher thinks that a child might have SEND they will: monitor the progress the children make, carry out observations, put in appropriate levels of support and include children in small group work that targets their area of need.

The class teacher will also discuss their concerns with parents at the earliest opportunity. If the concerns continue, we may then place your child on the SEND record. There are different levels of placement on the SEND record.

- SEND Support
- Education, Health and Care (EHC) plan

This is a graduated response relating to the child's level of need. The children are assessed as to which level they should be placed by referring to the Local Authority's document 'Criteria for placement'. This tells schools how to work out which level of support children need according to the areas of need they have.

There are four categories of Need:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and mental Health Difficulties
- Sensory and/or Physical Needs

The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Our staff have extensive knowledge, skills and experience working with children with SEND and are trained to identify pupils who may have more specific needs (e.g. Dyslexia, Autistic Spectrum needs). The school can also seek further support and advice from other specialist agencies.

“How will the curriculum be matched to my child's / young person's needs?”

All work will be differentiated where appropriate, to meet the needs of all pupils, particularly those with SEND. Small group work or one to one support will enable your child to access the curriculum, tasks will also be individually personalised if needed.

Staff recognise that children often work at different speeds and that they may need to use different equipment. Planning and work provided for pupils reflects this. Environments and working areas are also adapted to suit pupils' needs.

“How will both you and I know how my child is doing and how will you help me in supporting my child's learning?”

If your child is identified as having SEND, in addition to in-class support, the specific support needed to address your child's area of need will be provided. Interventions are provided in a variety of areas including: reading, maths, writing, communication and social skills. If your child has an EHC (Education Health and Care) plan, we will put provision in place as outlined in that plan.

Our SEND support is revised through a four-part (**assess, plan, do, review**) process and will be reviewed at least once a term through meetings between the class teacher and parents. Both parental views and the views of the child inform this review. The SENDCo and class teacher then revise the support in light of the pupil's progress and development, deciding on any changes required.

Parents are supported in working on the targets at home through games and tasks provided by the teacher in addition to the ongoing intervention and support at school. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and mathematics.

“What is your approach to individual learning?”

Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and take into account ability and the different ways in which pupils learn. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement.

We also take into account recommendations from outside agencies when adapting teaching to meet specific needs. If progress for any child is below the level expected, the teacher will make provision that is additional to and different from, that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. We also use the advice of outside agencies (Speech and Language, Educational Psychologists, Autism Outreach etc.) to make sure that work is accessible to all and meets the needs of specific pupils.

If your child has a SEND support plan we will use this as a way of clearly identifying your child's needs and work alongside parents and professionals to ensure specific targets are met by personalising the learning experience.

“How is the decision made about the type and how much support my child will receive?”

Additional support is tailored to meet the individual needs of pupils. It may include additional support from the teacher, teaching assistants and/or the SENDCo; this may be on a 1:1 basis or in small groups depending on the child's needs. The exact nature of any additional support depends on the pupil's needs. Teachers will discuss additional provision with parents and pupils. Our aim is to enable the pupil to become more independent in their learning, not over reliant on support, while at the same time accelerating their progress.

“How will my child be included in activities outside the classroom, including trips?”

We provide a range of extra-curricular activities (clubs, trips and residential visits), which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents to ensure the child can be fully involved in the experience.

Furthermore, all children are given roles and responsibilities within the school to ensure they participate in all aspects of school life and feel equally valued. At times, SEND pupils may even have their needs prioritised to give them greater access to a wider range of opportunities during and beyond the school day.

“What support will there be for my child’s overall well-being?”

We believe that emotional and social development is fundamentally important in the overall education of pupils. Where pupils are found to have these needs, provision is put in place to support them. Social skills groups are set up where needed and aim to encourage successful interactions, while addressing areas of difficulty, which can include turn taking or sharing skills.

We have a clear behaviour policy, which is followed by all staff, with rewards regularly provided for pupils who demonstrate excellent behaviour. If your child has additional medical needs, we will ensure that all arrangements are in place through their individual care plan. Your child’s safety is of paramount importance and all staff follow Leicestershire’s safeguarding procedures and are highly trained.

Our pupils’ views are very important to us. Those who have an EHC plan or SEND support plan will be asked their views about the support they get. All children are encouraged to think about their learning and to recognise their own strengths and areas for development. This information helps us continue to provide the highest quality of support.

“What training have staff supporting SEND had or what training are they having?”

We provide support, advice and training for all staff working with pupils with special educational needs to enable them to respond to the needs of all pupils. Training needs of staff are identified through the school’s self-evaluation process. All staff undertake an induction process on appointment, including a meeting with the SENDCo to explain the school’s SEND provision and practice and to discuss the needs of individual pupils. The school’s SENDCo regularly attends SENDCo Network Development meetings and keeps up to date with local and national updates in SEND. Recent staff training includes:

- Training in specific SEND interventions
- Dyslexia and Dyscalculia Screening
- Autism, Epipen and Asthma Training

“What specialist services and expertise are available at or accessed by the setting?”

We work in close partnership with a range of agencies to help us provide effective, targeted support. Where a pupil continues to make less than expected progress the school will consider involving these specialists. Parents, the class teacher and in appropriate cases, the child themselves, will always be involved in any decision to involve specialists. Specialist agencies will only be contacted where parents are in agreement.

The SENDCo will contact the specialist agencies and ensure that anything discussed or agreed will be recorded and shared with parents, teaching staff and, where appropriate, the child.

The cost of accessing specialist agency support will come from the SEND budget and will be monitored by the SENDCo and Head Teacher. Where pupils have a Statement of SEND or EHC plan, the school will work in close partnership with any specialist agencies that are named on the Plan to provide support and specialist advice.

Examples of specialist agencies include:

- Educational psychologists
- Education Inclusion Service specialist teachers
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing or vision impairment,

multi-sensory impairment, or a physical disability

- Speech and language therapists
- Occupational therapists and physiotherapists
- Autism Outreach
- Paediatricians
- School Nurse

“How accessible is the school both indoors and outdoors?”

Accessibility is reviewed annually as part of our Accessibility Plan.

- There is a disabled toilet, a shower area and changing facilities.
- Ramps ensure full wheelchair accessibility.
- Wheel chair accessible pathways across the whole playground
- A lift enables easy access to the upper classrooms and ICT area.
- Adaptations have been made to enable children with visual impairment to access relevant areas of the school safely and securely.
- We use a range of ICT resources and equipment to ensure all pupils have full access to the curriculum.
- Disabled parking is available at the front of the school.

“How will my child’s views be listened to?”

We value the contributions our pupils make and recognise that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop confident pupils, able to communicate, convey, negotiate and assert their own interests, desires, needs, and rights by becoming increasingly able to make informed decisions and take responsibility for their learning and future.

The school will do this by:

- Supporting pupils to understand their own strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Providing personalised learning approaches throughout the school, encouraging the development of key skills and attitudes.
- Developing social skills, forums and opportunities to discuss specific aspects of PSHCE (Personal, Social, Health and Citizenship Education)
- Involving pupils with SEND in reviewing their progress and in making decisions about future support.
- Ensuring all staff actively listen to and address any areas raised by children themselves.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a co-ordinated assessment for an EHC plan and at times of transition in the school or to the next phase of education.
- Seeking pupils’ views through regular questionnaires, individual and group interview activities in order to continue offering high quality support.

“How will the setting prepare and support my child’s transfer to a new setting or to the next stage of education and life?”

We fully understand that transitions can be unsettling for a child with SEND and therefore feel that it is important to ensure that any transition is as smooth as possible. As a result, the following steps are taken:

If your child is joining us from another school/pre-school:

- The Foundation Stage Leader will visit pre-schools and homes to establish initial links. The SENDCo will also attend these meetings as required and where appropriate attend annual reviews for pre-school children.
- Your child will make visits to the school in the summer term before they start
- Parents new to Foundation will be invited to attend an information evening in June prior to their child starting school.

If your child is moving to another school:

- We will contact the school's Inclusion Leader or SENDCo and ensure they know about any special arrangements or support that need to be made for your child.
- Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

“How will the setting prepare and support my child’s transfer to a new setting or to the next stage of education and life?” (Continued...)**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.
- Targeted action plans and existing education plans will be shared with the new teacher.

In Year 6:

- The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of the child’s high school.
- Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- 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.
- You and your child will be invited to a SEND evening at the local High School to learn more about the new environment and the support that will be available.

“How are parents involved?”**Who can I contact for further information?”**

We are fully committed to a meaningful partnership with parents.

The school will do this by:

- Making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Inviting parents of pupils with SEND to meet with the class teacher at least three times a year, to set and review the outcomes of support.
- Supporting and guiding parents in ways they can help with their child’s learning and development at home.
- Seeking parents’ views through periodic questionnaires, considering adjustments to practice in the light of analysis.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and at transition into the school or to the next phase of education.

- Making use of media, such as email, to contact parents and for parents to contact school in line with the school's communication policy.
- Providing all information in a clear and accessible way.

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) are available to give further impartial advice and support should you need it. Their website address is:

<http://www.sendiassleicester.org.uk/>

“How will I be able to raise any concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have about your child's support with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo or Headteacher.

“Where can I find the Leicestershire County Council's local offer?”

The Leicestershire Local Offer can be accessed at:

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

If you have any further questions about our provision for SEND pupils please contact us using the details provided.

Telephone: 0116 287 6050

Email: office@elizabethwoodvilleprimaryschool.co.uk