



## School SEN Information Report

### **Children and Families Bill 2014**

- The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The bill will reform the systems for adoption looked after children, family justice and special educational needs. The government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/ carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:
  - Replacing statements and learning difficulty assessments with a new birth – to – 25 Education, Health and Care Plan (EHCP), extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
  - Improving cooperation between all the services that support and their families and particularly requiring local authorities and health authorities to work together; requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a "local offer" to support.

### **What is the Local Offer?**

Please click on link to take you to your local authority's local offer <http://localofferwirral.org/>

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children with SEN and their families. This easy to understand information will set out what is normally available to help children with lower- level SEN as well as the options available to support families who need additional help to care for their child.

### **What will it do?**

The framework will allow the Local Offer to provide parents/ carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Here are some commonly asked questions and how we at Devonshire Park Primary address them.

**1. How does Devonshire Park 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.

**2. 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. (staff are always available to speak to parent's at the end of the school day)
- If you have further concerns then contact Mrs Haydock SENDCO.

**3. How will I know how Devonshire Park Primary School support my child?**

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupils individual needs, this may include additional general support by the teacher or learning mentor in class
- If a pupil has needs related to more specific areas of their education such as spelling, handwriting, numeracy and literacy skills ect. Then the pupil may be placed in a small intervention group. This will be run by the teacher or learning mentor. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCO.
- 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 SALT, paediatrician, ACS team, SENAAT etc. A referral will be made after consultation with parents and forwarded to the most appropriate agency. Multi – agency meetings may be held, as appropriate, to share all relevant information. After a series of assessments, a programme of support is usually provided to the school and parents/ carers.
- Parents can always request access to independent parent support.
- School family support workers are always available to support parents, if required.
- The Governors of Devonshire Park Primary are responsible for entrusting a named person Mrs Lindfield, to monitor SEN. 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 accessibility plan and all other statutory policies as defined by the DfES.

#### **4. How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable the curriculum more easily.
- Learning mentors may be allocated to work with the pupil in a small focused group to target more specific needs.
- Flexible teaching groups and approaches to meet the needs of individual pupils.
- If a child has been identified as having a special need, targets will be set according to their area of need. These will be documented in a termly SEN Support Plan or Additional Support Plan (A.S.P). These will be reviewed and parents will receive a copy.
- And or appropriate, interventions, specialist equipment may be given to the pupil e.g writing slopes, concentration cushions, pens/pencils grips, easy to use scissor's, specialist seating etc.

#### **5. How will I know how my child is doing?**

- You will be able to discuss your child's progress at parents' Evenings.
- You will receive a copy of your child's reviewed SEN Support Plans or Additional Support Plans (A.S.P.)
- We also have an open door policy so you can arrange to speak to your child's class teacher at the end of the school day.
- Appointments can be made with the SENDCO by contacting the school office.

#### **6. How will you help me to support my child's learning?**

- The class teacher may suggest ways of how you can support your child.
- SENDCO may meet with you to discuss how to support your child with strategies.
- Our family support worker or behaviour mentor may meet with you to support if there are difficulties with a child's behaviour/ emotional needs or indeed any other concerns
- If outside agencies or the Educational Psychologist have been involved suggestions that can be used at home.

#### **7. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, Learning Mentors and SENDCO are readily available for pupils who wish to discuss issues and concerns.
- Our Den is available for those who find lunchtimes a challenge.
- Our family support worker and Place2be Therapists may work with individual children if it is felt this is appropriate or they may work with groups of children.
- Trained middays, sports and play leaders provide a range of activities to support children during lunch times.

#### **8. Pupils with medical needs**

- If a pupil has a medical need then a detailed Individual Health Care Plan / sensory plans etc. is written based on advice from professionals and in consultation with parents/ carers. These are discussed with all staff who are involved with the pupil.

- When appropriate, school will liaise with other agencies to gain equipment to support
- Prescribed medication (such as Ritalin) for pupils with ADHD can be administered in school if necessary, in agreement with parents/ carers.
- Staff receive epipen, asthma and when required diabetes training. Training is also given for other medical needs as required.
- All learning mentors have basic first aid training.

#### **9. 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:

- Child Protection Advisors
- Educational Psychologist
- CAMHS ( Child & Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- Social Services
- SALT (speech & Language Therapy)
- OT (occupational Therapy)
- Paediatricians
- School Nurse (confidential appointments and support are available from the school nurse. Parents can request an appointment to meet with the school nurse.)
- ASC (Autism Social communication Team)
- Hearing/ Vision Support (Wirral Sensory Service)
- Family Support Workers
- SENAAT (Special Educational Needs Assessment Advice Team)
- Gilbrook Outreach
- PT (Physiotherapy)
- Pressure Point
- Place2be

An educational psychologist is allocated to each school. He/she normally work directly with pupils whose learning 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. The psychologist will generally meet with the parents for an initial consultation. He/ she will offer advice for the school parents/ carers on how to best support the pupil in order to take their learning forward. Our current Educational Psychologist is Fran Games

#### **10. What specialist provision is provided by Devonshire Park Primary?**

- Devonshire Park Primary has two specialist bases for pupils diagnosed with social communication needs and one specialist speech and language resource base for pupils identified with significant speech and language needs.
- Pupils are placed in these specialist resource bases by the local education authority & NHS

**11. What training are the staff supporting children and young people with SEND had or are having?**

Staff training has been related to specific areas of SEND and interventions and strategies to support specific children's needs. Training is provided in response to specific needs as relevant.

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

- Activities and school trips are available to all. The school will make reasonable adjustments to meet each child's individual needs. Please come and talk to us regarding any individual concerns, we are very approachable.
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity

**13. 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 school to make the building accessible to all.
- Toilets have been adapted for disabled users.
- Wide doors in some parts of the building.
- A lift in the main building.
- A shower / toilet room.

**14. How will the school prepare and support my child when joining Devonshire Park 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 transition sessions where they spend time with their new class teacher.
- Additional visits also arranged for pupils who need extra time in their new school/ or when transferring between year groups.
- SENDCO's are always willing to meet parents/carers prior to their child joining the school.
- Secondary School staff visit pupils prior to them joining their new school
- Our SENDCO's liaise with the SENDCO's from the secondary schools to pass on information regarding SEN Pupils.
- Where a pupil may have more specialised needs, a separate meeting maybe arranged with the school SENDCO, the secondary school SENDCO, and the parents/carers and where appropriate the pupil.
- Additional meetings can be held where our family support workers can offer support to children / families with regards to transition

- Our foundation stage staff visit Private Nursery settings to gather all relevant information they also welcome Private Nursery staff into school to support pupils during transition.

**15. How are the schools 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 dependent on an individual's needs.
- Resources may include deployment of staff or equipment in response to a pupils specific needs

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

- These decisions are made in consultation with class teacher, SENDCO 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 pupil's lack of progress or well-being then other interventions will be arranged.
- If a child has an Educational Health Care Plan or an IPFA the support received will be guided by the Local Education Authority Guidance / funding arrangements.
- The Code of Practice identifies the use of a graduated response. Staff Assess, Plan Do, Review
- Parents are involved and aspirations taken into account.

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

All parents are encouraged to contribute to their child's education. This may be through:

- Discussion with the class teacher during parent's evenings.
- During discussions with SENDCO's or other professionals
- Parents are encouraged to comment on their child's IEP
- Attendance at review meetings.

**18. Who can I contact for further information?**

- Your first point of contact will be your child's class teacher.
- If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENDCO
- Our family support workers.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions or if you require any specific information not enclosed in this document. We will always endeavour to help.

Please click the links below to take you to:

- Our school SEND policy
- Local authorities

### **Roles and responsibilities of the Special Needs Co – coordinator (SENDCO)**

Our SENDCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters do not hesitate to contact us. There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

### **Below is a glossary of the most used SEN terms**

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASC	Autistic Spectrum Condition
BESD	Behavioural Emotional & social difficulties
CAF	Common assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practise
EAL	English as an Additional Language
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
EWO	Educational Welfare Officer
FSM	Free School Meals
HI	Hearing impairment
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
PT	Physiotherapist
MLD	Moderate Learning Difficulty
OT	Occupational therapist
SALT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special educational Needs & Disability
SENDCO	Special Educational Needs Coordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment
ODD	Oppositional Defiant Disorder
PDD	Pervasive Development Disorder
EHCP	Education Health and Care Plan

