



## **Southwick Community Primary School: Parent Information**

### **Special Educational Needs and Disabilities Information Report 2021-2022**

#### **Introduction**

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

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

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The Local Authority refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Together for Children's Local Offer can be found here:

<https://www.togetherforchildren.org.uk/services/send-local-offer>

#### **What is the Special Education Needs Information Report?**

Schools utilise the Local Authority Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

### **The Special Education Needs Information Report**

**Question 1: Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

## **The Class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Support Plans/Personalised Learning Plans, and sharing and reviewing these with parents
- Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any SEND.

## **The SENDCo's – Miss J Thexton and Mrs H Ellison**

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

## **The Headteacher – Mr C Robson**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

## **The SEND Governor – Mrs S Ord**

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

School contact telephone number: 0191 5009554

## **Question 2: What are the different types of support available for children with SEND in our school?**

What are the different types of support available for children with SEND in our school?

### **A) Class teacher input, via Quality First Teaching**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

### **Specific group work**

Intervention which may be:

- Run in the classroom or the Nurture Room.
- Run by a teacher or a Teaching Assistant.

### **B) Specialist intervention delivered by outside agencies e.g .Speech and Language Therapy**

#### **SEN Code of Practice 2014: School Support**

This means they have been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services such as the Hearing Impairment Team
- Outside agencies such as the Education Psychology Service

### **What could happen?**

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or an Educational Psychologist. This

will help the school, and yourself, understand your child's needs better and be able to support them more effectively in school.

The professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **C) Specified Individual support**

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional/s outside the school. This may be from:

- Local Authority central services
- Outside agencies such as the Speech and Language Therapy (SALT) service

#### **For your child this would mean:**

- The school (or you) can request that Local Authority Services carry out an Education, Health and Care Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the panel of professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education, Health and Care Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long and short term goals for your child

**Question 3: How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).
- The school SEND Governor (Mrs S Ord) can also be contacted for support.

#### **Question 4: How will the school let me know if they have any concerns about my child's learning in school?**

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

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

#### **Question 5: How is extra support allocated to children and how do they progress in their learning?**

The school budget, received from the local authority, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

-the children getting extra support already  
-the children needing extra support  
-the children who have been identified as not making as much progress as would be expected

From this information they decide what resources/training and support is needed.

#### **Question 6: Who are the other people providing services to children with SEND in this school?**

##### **School provision- directly funded by the school**

- Teachers responsible for teaching SEND groups/individuals
- Teaching Assistants working with either individual children or small groups
- SENDCo
- Educational Psychology Service
- Behaviour Support Service
- CPD for staff

- Resources/equipment to support teaching and learning

### **Local Authority Provision**

- Autism Outreach Team
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)

### **Health Provision**

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- CYPS
- Paediatrics

### **Question 7: How are the teachers in school helped to work with children with SEND and what training do they have?**

The SENDCO'S job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service.

### **Question 8: How will the teaching be adapted for my child with SEND?**

Class Teachers plan lessons according to the specific needs of all groups of children in their class (including using Support Plan targets), and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for specific Support Plan targets) and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

### **Question 9: How will we measure the progress of your child in school?**

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally every term in reading, writing and numeracy.
- We use the Depth of Learning Index to track and monitor progress and attainment. This is used to support planning and to implement the SEND action plan. Pebbles are used to measure smaller steps of progress that some children may make.
- All Year 1 pupils complete a Phonic Skills Check. Some children will complete this check for a second time in Year 2.
- 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 are the results that are published nationally.
- Where necessary, children will have a Support Plan, based on their needs. Targets will be set, designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed, and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review, to which all adults involved in the child's education will be invited.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular moderation will be carried out by the SENDCo, and other members of the Senior Leadership Team, to ensure that the needs of all children are met, and that the quality of teaching and learning is high.
- We observe children regularly to ensure we are making detailed judgements that fully support our assessments.

#### **Question 10: What support do we have for you as a parent of a child with a 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 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 with the person involved directly, or where this is not possible, in a report.
- Progress and Support Plan targets may be reviewed with your involvement.
- Homework will be adjusted, as needed, to your child's individual requirements.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for your child by parent and teacher.
- School's Wellbeing Team can support parents and carers, through the use of integrated models such as the Solihull Approach, and through 1:1 support if this is deemed necessary

#### **Question 11: How is Southwick Community Primary School accessible to children with SEND?**

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access.

- The front desk has a wheel chair height section.
- There is a disabled toilet, shower area and changing facilities.
- We ensure, where ever possible, that equipment used is accessible to all children, regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Trained staff administer medication and other medical support
- We have staff trained in the use of alternative communication methods such as PECS to support children with communication difficulties.

### **Question 12: 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 SENDCO 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.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and all staff take part in a transition meeting with the next teacher, where Support Plans and targets will be shared.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- We usually hold a Transition Day where children will spend time with their new class teacher.

#### **In Year 6:**

- The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will do focused learning about aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school, and in some cases, staff from the new school will visit your child in this school.

### **Question 13: What Emotional and Social Development support do we have for a child with SEND?**

- We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. The Emotional Health and wellbeing of all our pupils is very important to us.
- School have achieved the Silver Award for the Mental Health Charter Mark.



- Our whole school approach to mental health and wellbeing sees engaging widely with all members of the school community as essential and is a key part of our school's mission and values.
- We have a Wellbeing Team in school and we employ a full time Wellbeing Manager, Maria Clarke, as part of our Wellbeing Team.
- We have trained staff for pupils who require extra support.
- We have a dedicated member of staff who co-ordinates our whole school emotional health and wellbeing work (Helen Ellison), as appropriate.
- Zones of Regulation is used in school to support children to understand, express and manage their emotions.
- Our whole school Universal Offer is Jigsaw: Jigsaw, the mindful approach to PSHE, is an integrated scheme of learning, for Personal, Social, Health Education, with emphasis on emotional literacy, mental health, SMSC and spiritual development.
- One-to-one counselling - Our weekly one-to-one sessions provide support to children who have a sustained need for more intense work. Trained counsellor (Maria Clarke), tailors sessions according to each child's needs, in an age-appropriate way. For younger children our therapeutic approach encourages children to express themselves in non-verbal ways, for example through artwork or play.
- Time to Talk - All pupils can find help with friendship issues and other worries by choosing to visit our Wellbeing Manager in Time to Talk. These informal sessions are open to individuals and to groups to talk through any concerns or issues.
- Friendship Intervention Groups – The Friends programs aim to increase social and emotional skills, promote resilience, and preventing anxiety and depression across the lifespan.
- Nurture Groups - Nurture groups are an in-school, teacher-led psychosocial intervention of groups of less than 12 students that effectively replace missing or distorted early nurturing experiences for both children and young adults; they achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers.
- Making A Difference Play Skill Groups – Encourage positive peer interaction and appropriate play, sharing, turn taking.
- Art Therapy (including Draw and Talk) - Drawing and Talking is a safe and easy to learn serial drawing technique for use with children or young people
- We have a robust Safeguarding Policy in place, following National and Local Authority guidelines.
- We have a robust Behaviour Policy in place.
- The Senior Leadership Team and all staff continually monitor the Emotional Health and wellbeing of all our pupils.
- We have a robust Anti-bullying Policy and procedures in place