

Saltburn Primary Information Report for SEND learners and families.

September 2018

Saltburn Primary school is a fully inclusive school committed to meeting the individual needs of all our learners, including both staff and children. We provide a differentiated and creative curriculum within a nurturing and stimulating environment that enables all learners to make the best possible progress.

Our SEND local offer details the support and provision you as a parent/carer of a child with SEND can expect to receive at Saltburn Primary school.

Identification of Needs

How does the school identify children with special educational needs?

It is our aim to identify as early as possible, any child who is in need of additional support and ensure the correct provision is put in place. This may be short term support until the child's progress is back on track or may be the identification of SEND. Information shared by parents, professionals or previous schools on entry to school. The needs of the child are identified through a range of approaches:

- Information shared by parents, professionals or previous schools on entry to school.
- Information gathered during the primary liaison meetings.
- Information directly from the parents during the open evenings and parents' evenings. Further meetings between parents and school SENDCO or other appropriate members of staff when necessary.
- Staff observations, analysis of assessment and data progress monitoring.
- Monitoring of children's social and emotional development by all staff.
- Transfer of data from primary school as the student moves on.

How do we involve parents in planning for those needs?

- Parents are fully informed of any concerns school may have, including the implementation of any SEND provision, and will play an active role in developing the correct support and provision.
- Parents are contacted by school as soon as any concerns arise.
- Regular parents' meetings.
- Structured conversations three times a year for children identified SEND.
- Annual reviews for children with an EHCP.
- Multi agency meetings as appropriate.
- Parents are always listened to and their concerns, comments, suggestions are taken into account.

Children with an Education, Health and Care plan (EHCP) will already have many of their needs clearly identified in their plan. This is reviewed regularly with parents, teachers and any external professionals involved in supporting the child. The level of need for children identified SEND is based on 'range' guidance from the local authority.

Support

Who in the school will support my child and how will this be monitored and evaluated?

Class teacher

Responsible for:

- Planning and delivering high quality differentiated lessons to meet the needs of all learners in the class
- Assessing the progress of the child and informing the SENDCO where necessary, liaising with the SENDCO to undertake structured conversations
- Liaising with all staff working with your child in campus to deliver the planned work/programme for your child, so they can achieve the best possible progress
- Ensuring that the campus' Inclusion Policy is followed in their classroom and for all the learners they teach with SEND
- Developing support plans with specific targets.

Learning Support Assistants (LSAs)

- Work under the direction of the class teacher to deliver planned interventions and/or targeted support within the classroom.

SENDCO (Special Educational Needs Coordinator) Mrs Tina Thompson

Responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and ensuring that parents and carers are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing how their child is progressing
- Liaising with all the other professionals who may come into campus to help support your child's learning
- Maintaining the campus' inclusion register (a system for ensuring all the SEND needs of learners in this campus are known) and making sure that there are up to date records of your child's progress and needs
- Providing specialist support and advice for teachers and support staff in the campus so they can help children with SEND in the campus achieve the best progress possible
- Support within school.

Head of School Mrs Caroline Chadwick

Responsible for:

- The day to day management of all aspects of the campus, this includes the support for children with SEND
- Ensuring that the training needs of SENDCO and other staff are met
- Reporting to the Governing Body on provision and progress for learners with SEND.

SEN Governor Ms Sandra Goody

Responsible for:

- Monitoring the provision and progress for learners with SEND
- Making sure that the necessary support is made for any SEND child who attends the campus.

Additionally, children may be supported by Time 4 You counselling service that offers play therapy in school. Nurture provision is also available for children in Year 1 and Year 2.

How are the decisions made about the type and amount of provision a young person will need?

As soon as a need is identified, support will begin. Decisions about the type and amount of provision a child will need are based on evidence gathered by the school. This includes:

- Discussion with parents/carers
- Use of data and observations
- Discussions with everyone involved in teaching your child
- Support and advice from any outside professionals who have been working with or assessing your child.

Permission from parents/carers is always sought prior to any requests for outside agency support being made.

Provision could involve a short term programme of work aimed at developing a specific area, implementing behaviour strategies unique to the child, access to physical resources, additional support by an adult and/or longer term support in class.

Support may also be given from Time 4 You counselling service. It may also involve support from Nurture group for Year 1 and Year 2. In some circumstances, a child may be supported with some of their education by accessing other educational facilities for a short period of time.

Any additional support/intervention is evaluated regularly to ensure its effectiveness and track progress towards objectives. Standards meetings take place termly to ensure all children are progressing in their learning. Additionally, SEND review meetings between the class teacher and SENDCO take place each term to monitor and track the progress of children identified SEND. Parents/carers are actively involved in planning for the provision of their child through the structured conversation and the effectiveness is reviewed with the parents also.

Curriculum

How will the curriculum be matched to the needs of the young person?

All children are entitled to a broad and balanced curriculum that meets the needs of each child. In order to achieve this, teachers are given access to structured conversations to date (which record summaries of conversations), data and all other information about each child. This is then used to plan for a differentiated curriculum that enables every child to achieve their full potential.

Differentiation may involve the use of physical resources, specific strategies/approaches and the use of small group/targeted support from Learning support assistants.

Recommendations in reports from any external professionals will be used where appropriate to inform planning an effective curriculum for learners. If a parent has any concerns regarding their child's ability to complete homework tasks, the class teacher can personalise the learning further where appropriate, including through the use of computer based programs.

Accessibility

How accessible is the school environment?

- The building is accessible to children with physical disability being modern and purpose built to address accessibility to all.
- The school has a lift in place.
- Disabled parking is available in the car park.
- Disabled toilets and a hygiene room are available.
- A range of additional equipment is available to improve the learning environment for specific SEND specialist writing equipment, sensory resources/coloured overlays.

For more information, the school's 'Accessibility Plan' can be found in the [policies and documents](#) section on our website.

Parental Involvement

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- Annual reports and termly consultation evenings provide parents with academic attainment and progress for their child.
- Termly structured conversations encourage parents to be actively involved in the development of their child's education.
- Annual reviews for children with an EHCP take place each year and include all professionals involved in working with the child, parents and SENDCO.
- The academic progress of all children is reviewed every six weeks. If there is a concern about your child's progress, you will be informed immediately and we encourage an active partnership between parents and class teachers to ensure support is in place to increase progress.
- Standards meetings take place termly between the class teacher, SENDCO and Senior Leadership Team to ensure all children are progressing in their learning.
- SEND review meetings between the class teacher and SENDCO take place each term to monitor and track the progress of children identified SEND.
- The class teacher is 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.
- Any outside intervention that is felt necessary, will be discussed with parents first and permission sought. Any information from outside professionals will be shared with you at a meeting, by phone, or in a written report.

- The SENDCo is available to discuss your child's progress or any concerns/worries you may have.
- Parents are invited into school regularly to take part in family learning sessions and work alongside their child.
- Email contact can be established as an additional layer of home/school communication if appropriate.

What support will there be for the young person's well-being?

- The school operates a system of a first day call to any absent children if the parents have not already contacted school to ensure that they are safe.
- For children with health problems, a care plan is written and regularly reviewed with parents, and staff trained to support medical needs in some cases.
- Nurture Group is available for children in Year 1 and Year 2.
- Play leaders support children at break and lunchtimes.
- Key staff are in place to support identified children during break times.
- The school nurse is available to advise on any health problems a child may be having.
- The SENDCo, class teacher, LSAs, phase leader, Head of School and Assistant Head teacher are available for children to speak to.
- In school counsellors are available through Time 4 You.
- Intervention groups aimed at developing social and emotional aspects of learning are in place.
- We work closely with CAMHS and LINK to support children.
- Classrooms are underpinned by Nurture principles and provide a range of opportunities for your child to share any thoughts/concerns they might have.
- Break & lunch time clubs: A safe haven for those who struggle to cope at these times.
- Personal, Social, Health Education is addressed by class teachers where opportunities are taken to talk, share and discuss emotions using a range of materials including games/scenarios and prompts.
- Our [Behaviour Policy](#); which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Pupils' views are sought through school council and other forums.

Specialist Services

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

Within School Specialism

- The SENDCo (Mrs Tina Thompson) holds National Award for Special Educational Needs Coordination. Additionally, she has Nurture Group Theory and Practice training.
- Assistant Head Teacher for Inclusion (Mrs Gail Ash) holds National Award for Special Educational Needs Coordination.
- Five Additional staff trained in Nurture Theory and Practice (2 of who run Nurture Group).
- School Counselling service.

- Staff with experience of working with children with autism.
- Teachers and LSAs with experience of working with children with a range of social, emotional and specific learning difficulties.

Specialist support from outside agencies

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (SALT).
- Specialist Teachers available for Specific Learning Difficulties; Communication & Interaction
- MAIN Project & other services
- CAMHS (Children's and adolescent mental health service)
- Children's Services & Outreach
- Learning Support Services
- Fairbridge working with disaffected young people
- Forget me not bereavement support
- The LINK
- TYS: targeted youth support
- Daisy Chain –ASC support
- The Junction
- School Nurse
- Occupational Therapy
- Physiotherapy Service
- Crest
- EVA
- Anti Bullying Consultant
- Children's Services – Front Door
- Carers Together
- Cleveland Fire Brigade - Services for Children and Young People

Staff Training

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

- All teaching staff have qualified teacher status and LSAs have a minimum of Level 2 qualification
- All LSAs are first aid trained
- Almost all staff have Epi pen training
- Early Bird training (to support children with autism)
- All staff have had online child protection training
- Safeguarding training
- Most LSAs and 2 teachers have been trained in Improving Literacy (through Read, Write, Ink)
- SENDCo and LSA have Inference training
- 2 LSAs and 1 teacher trained in delivering Maths Catch up
- Some teaching staff have completed Bereavement Training

- The SENDCO's job is to provide ongoing CPD to all staff to ensure the needs of all learners are met.
- The campus has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole campus training on supporting specific aspects of SEND such as ASD or 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.

Out of School Activities

How will the young person be included in activities outside of the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips including residential visits. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- All school trips are risk assessed and this includes looking at the activities against the needs of the child. When risk assessments raise a concern, parents will be consulted and an agreed way forward will be planned to ensure that the child is included.
- A variety of after school clubs are provided during the week. We are committed to ensuring these are fully inclusive.

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

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 our school from another:

- We encourage all new children to visit the school prior to starting.
- For children starting Nursery or Reception, the Nursery Teacher and EYFS lead hold a meeting for parents. Nursery parents will have the opportunity to have a home visit by the Nursery teacher.

If your child is moving to another school:

- We will contact the receiving school's 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 a transitional information sharing meeting will take place with the new teacher.
- All Structured Conversation Support Plans will be shared with the new teacher.
- All children transition to their new class prior to the summer holidays (3 weeks transition July 2017).
- If your child would be helped by a transition book/social story to support them in moving on, this will be made with them.

- Postcards home are sent during the holidays.

In Year 6:

- SENDCo will meet with the SENDCo of the secondary campus to discuss the specific needs of your child and a transition package will be put together for them individually.
- Children will access focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible 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 campus.
- A three-week transition programme is arranged (from summer 2017).

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

Extensive amounts of information are collected for SEND children to ensure their needs are identified and correct resources/support put in place with funds spent appropriately.

The support and resources in place for children are reviewed regularly to monitor their impact on the child's progress. School has a wide range of classroom resources, activities and equipment to support children with SEND. Any specialist equipment or resources that have been recommended by specialists are purchased whenever possible.

