

## Naseby C. of E. Primary Academy

### Special Educational Needs and Disabilities School Offer

This document is provided with the aim of providing parents with the information they need in order to understand how their child's needs are being met both by our school and the Guilsborough Multi Academy Trust. Naseby C.E. Primary Academy aims to be as inclusive as possible with the needs of all pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

#### The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning Social
- Emotional and Mental Health Difficulties
- Sensory and Physical Needs

#### 1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Naseby CE Primary Academy, children are identified as having SEND through a variety of ways including the following:-

- Liaison with health visitor, previous nursery and previous school..
- Concerns raised by parents or carers.
- Concerns raised by teachers, for example a pupil may have significantly greater difficulty in learning than their peers or their behaviour or self-esteem is affecting their performance.
- Liaison with external agencies i.e. physiotherapist, Speech and Language therapists.
- Health diagnosis through a paediatrician

#### 2. HOW WILL I RAISE CONCERNS IF I NEED TO

- Talk to us – firstly contact your child's class teacher, SENDCo (Special Education Needs and Disability Coordinator), or Head of School.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

#### 3. HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- Our SENDCo will oversee all support and progress of any child requiring additional support across the school.

#### 4. WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parents' consultation evening) to discuss your child's needs, support.
- The SENDCo will liaise with class teachers and will be available to discuss additional support for your child.

#### 5. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there

would be different levels of work set for the class, however on occasions this can be individually differentiated.

- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

#### **6. HOW WILL I KNOW HOW WELL MY CHILD IS DOING AND WHO WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- We offer an open door policy with flexible opening times where you are welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have personalised targets. These plans are discussed on a termly basis and parents are given a copy of the IEP. The targets set on IEPs are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have a Statement of SEN or an Education, Health and Care Plan (EHCP) which means that an annual meeting will take place to discuss your child's progress and a report will be written. All children currently with a statement will have transferred to an Education Health & Care Plan by 1st April 2018.

#### **7. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING**

- As a school we measure children's progress in learning against the Foundation Stage curriculum and the National Curriculum and age related expectations. We use Development Matters , Symphony and itrack to track progress.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress on entry through to Year 6, using a variety of different methods including National Curriculum expectations, Speech and Language Assessments and the Early Years Foundation Stage curriculum age related expectations.
- Children who are not making expected progress are picked up through termly Pupil Progress Meetings with the class teacher, English and mathematics subject leaders and Head of School. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the IEP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Looked After Children have their own Personal Education Plan and these are reviewed and updated each term.

**8. WHAT SUPPORT WILL MY CHILD RECEIVE IF THEY HAVE SPECIAL EDUCATIONAL NEEDS?**

- Not all children with SEND will need additional support outside the classroom. Their needs may be met by their class teacher or teaching assistant. However as a school we do offer the following additional support if the class teacher or SEND team feel it is necessary.

**9. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parent's first point of contact. If further support is required the class teacher liaises with the Head of School for further advice and support. This may involve working alongside outside agencies such as Health and Children's Services, and/or the Early Intervention Support (EIS) Team.

**10. HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES**

- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Head of School, generally oversees the administration of any medicines.

**11. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- At Naseby C.E. Primary Academy we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) have opportunities to discuss and set specific targets with their class teacher.
- If your child has a Behaviour Action Plan (BAP) or Statement of SEN / Education, Health and Care Plan their views will be sought before and/or during any review meetings.
- Children with Statements or EHCP's contribute to the annual reviews.

**12. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Educational Psychologists (EPs , Early Intervention Service (EIS) and Integrated Disability Service (IDS) Health teams including – GPs, Warwickshire School Health and Well-being Service, clinical psychologist, paediatricians, speech & language therapists; occupational therapists and physiotherapists, visual and hearing impairment teams and Social Care teams.

**13. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE 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 and residential visits. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**14. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting when they will meet the head teacher and/or class teacher and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school or nursery and speak with current teachers to aid the transition process.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement of SEN or Education, Health and Care Plan an annual review will be used as a transition meeting during which we will invite staff from both schools to attend.

**15. HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. Advice and recommendations from outside agencies may be sought to provide programs of work or alternative strategies to support your child.
- Different children will require different levels of support in order to close the gap to achieve age expected levels.
  - This will be through on-going discussions with parents.
  - Children will not be placed on the SEND register without parent's permission

**16. HOW DO WE KNOW IF IT HAS HAD AN IMPACT?**

- By reviewing children's targets on their IEPs and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up with their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made appropriate progress.

**17. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet the SENDCo .
- Look at the SEN policy on our website

**18. WHAT SHOULD I DO IF I HAVE A COMPLAINT?**

- As a school we like take complaints very seriously and like to deal with any concerns as soon as possible.
- If you have a concern please talk to the class teacher
- If you are still not satisfied then arrange an appointment with the Head of School
- If the complaint is not resolved then please follow the procedures outlined in the school Complaints Policy which can be found on the school website and contact the Chair of Governors (Mr. Peter Burditt)

**19. On receipt of the complaint from the Chair of Governors (or other governor) will:**

- Clarify the nature of the complaint and what remains unresolved;
- Meet with the complainant or contact them (if unsure or further information is necessary);
- Clarify what the complainant feels would put things right. At this point the chair of governors will decide whether the complaint should go straight to the governors' complaints panel or whether a mediation stage should be offered. Mediation can only proceed if the complainant and the Head of School are willing for it to be tried. If mediation is not successful, the complaint will be considered by the governors' complaints panel.