

Lipson Vale Primary School

SEND Information Report

1. How does the school assess the progress of pupils and what would they do if my child was falling behind?

Class teachers monitor the progress and attainment of each pupil in their class. Each term they meet with the head teacher and Key Stage leaders to discuss the profile of the class and to look closely at children who may not be making the expected level of progress.

Progress and attainment are monitored and tracked on our 'School Pupil Tracker'. This system highlights children who are not making expected progress.

As part of planning, preparation and assessment time each week, teaching teams discuss progress and highlight children who may be finding aspects of their learning difficult.

Class teachers liaise with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) to discuss any concern about an individual child's progress or needs.

If a child is experiencing difficulties with their learning or they are not making expected progress we will meet with parents so that we can discuss these issues in more detail and plan together how to help the child. Our aim is to work closely with parents from an early stage so that we can create a firm network of support for the child.

After meeting with parents we may decide to put in place some strategies to help the child together with small targets for the child to work towards. These will be recorded on an Individual Education Plan (IEP) which is then monitored and reviewed each term. Parents will receive a copy of the Individual Education Plan and the review each term. This helps us all to see if the strategies we have put in place are helping the child to move on with their learning.

We work closely with a range of outside specialist agencies that support children with their learning in school. It is sometimes necessary to request the advice and input from these agencies to support individual children. If this is appropriate for an individual child, we discuss this with parents and invite them to share their thoughts and views.

2. How Accessible is the school environment?

Access to the school site is through a gate and then steps or a ramp.

There is a lift providing access to the first floor of the building for anyone unable to use the stairs.

We provide access to a disabled toilet.

If English is not a first language for parents we make every effort to help them understand and follow information from school including letters, dates and other important information. For children we support their understanding and learning as needed by using additional materials and resources.

For children with physical or medical needs we receive guidance, advice and training from the relevant medical professionals, School and Community Nursing Service and outreach support. We liaise closely with parents to ensure that we meet each child's needs as fully as possible.

The following policies provide further information:

- Inclusion Policy
- Supporting Pupils at School with Medical Conditions

3. Where can I find information about the school approach to pupils with SEND?

The Special Educational Needs and Disability Code of Practice provides guidance and practical advice on how schools should carry out their statutory duties to identify, assess and make provision for children and young people with special educational needs.

The Code of Practice was revised in 2014. This was then updated again shortly afterwards and the new:

Special educational needs and disability code of practice: 0 to 25 years came into force in April 2015

Our SEN Information Report, available on our school website, provides information about our approach to supporting and helping children with additional needs and also their families.

You may also wish to refer to the school prospectus or our SEND Policy which are available on the school website and from the school office.

4. Who is the person responsible for children with SEND?

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for organising and monitoring the overall SEND arrangements throughout the school.

At Lipson Vale Primary School the SENDCo is:

Mrs Kate Timony.

Governors are regularly updated throughout the year about the area of SEND. A member of the Governing Body with an interest in SEND also links with the SENDCo support and monitor this area.

5. How do I contact the person responsible for SEND or arrange to meet them?

If you have a concern about your child's progress and learning or there is something about SEND you would like to discuss you can talk to the class teacher or meet with the Special Educational Needs and Disabilities Co-ordinator (SENDCo).

You can request a meeting with the SENDCo by speaking to your child's class teacher or by contacting the main school reception and asking for Mrs Timony [01752 224801](tel:01752 224801)

During the spring and summer terms 2018 the SENDCo will be holding regular 'drop in' sessions where parents can raise an initial concern about their child or have a quick catch up. Times for these will be available in the weekly newsletter 'Notes from the Vale' and also at the main school reception.

Please book a time slot at the school reception.

6. What support can the school provide for children with SEND?

We believe that it is valuable to work in partnership with parents to support their child at school. As an inclusive school we aim to put children at the centre of their learning experience and we work hard to understand and meet their individual needs. Through carefully planned classroom teaching we aim to provide children with opportunities and challenges to help them to meet their potential in all areas.

We recognise that any child may at some point in their education face barriers to learning or experience difficulties. This can have an impact upon progress, attainment, self-esteem and confidence. We aim to identify and minimise potential barriers for all pupils by looking at class profiles, assessments and by monitoring teaching and learning, evaluating lessons, holding parent meetings and reporting to parents.

Children experiencing difficulties with their learning may be supported in a variety of ways depending on their area of need. Class teachers strive to carefully plan a child's next steps in learning and monitor the impact of any additional support or intervention that is given.

Children may take part in targeted intervention activities to practise skills, build confidence or fill gaps in knowledge and understanding.

Class teachers may make small adaptations to resources or provide additional materials where appropriate to support and enhance independent learning.

Tasks may be broken down into smaller more manageable steps.

Teaching assistants may provide additional guidance and help during a lesson and they also lead small group work to address a highlighted area of need.

Each class is supported by a class-based teaching assistant. We also have a small team of non-class based teaching assistants who respond to different needs across the school. Although their work largely centres largely on the pupils who experience a higher level of difficulty, this is provided through a team approach rather than one to one support. These teaching assistants work across the school within class and also within our 'Inclusion Base' where they can also provide some small group work. More information about this is available from the SENDCo.

Some children may be identified as needing additional specialist guidance from one of the agencies working with our school. Referrals will only be made after consultation and discussion with parents. Agencies advising school on how to support individual children provide written reports which are shared with parents.

An Individual Education Plan (IEP) may be written for children who need some additional provision to support their learning. This briefly outlines: the area of difficulty they are experiencing, targets/next steps they need to make in order to move on with their learning and the provision the school has put in place to help them to make these next steps. There is also advice about how parents can help at home. The IEP is reviewed each term and where appropriate a new one written.

7. What training or specialist expertise does your staff have around SEND?

All teaching staff have qualified status QTS. They have opportunities to update their skills and knowledge through continuing professional development and also by working closely with the different agencies supporting individual children.

Teaching Assistants regularly share knowledge, skills and expertise with each other. They also work closely with the different agencies supporting individual children throughout the school.

Within each team there is a member of staff who is qualified in first aid.

Staff working closely with children who have specific physical or medical needs receive training, guidance and support from the relevant medical professionals.

All staff have access to information and updates regarding specific areas of special educational needs. Where a training need is identified we make every effort to address this in order to meet the needs of our pupils.

8. What further external support can the school access and when would this happen?

Our school works closely with a range of outside support agencies including:

Educational Psychology Service
Multi Agency Support Team
Speech and Language Service
Communication Interaction Team

As part of our response to a child's difficulty we monitor and review the impact of any support strategies or interventions that have been implemented before deciding how to move forward. This includes liaising with parents to find out how they feel things have been going. If it is decided that the child is still finding an aspect of their learning difficult or there has been little or no progress we may decide to take the next step and seek some more specialist advice. This step will be taken only after full consultation and agreement with parents.

From time to time a child may experience such clear or significant difficulties with their learning or behaviour that we need to seek the advice and guidance of an outside agency as a first step in our response to meeting their needs. As before this step will only be taken after full consultation and agreement with parents.

If school or parents have *significant* concerns that all the provision in place cannot meet a child's needs then a request can be made to the Local Authority to carry out a statutory assessment of your child's needs. You can find further information about this from the SENDCO or from the Plymouth Online Directory (see the link below).

www.plymouthonlinedirectory.com

9. Who can I contact to provide additional support and advice for my family?

Your child's class teacher is often the first step you may wish to take if you have a worry or concern about your child.

You can also arrange a meeting with the SENDCo by coming to the main school reception or telephoning (01752 224801)

At Lipson Vale Primary we also have a Parent Support Advisor who is available to meet with you and discuss any issues or problems you may be experiencing. She can talk with you about what to do next and also signpost you to other relevant agencies that may be able to help and support.

Our Parent Support Advisor is called **Mrs Elaine Bromhead**. She can be contacted through the main school reception 01752 224801

More information about additional areas of support can be found on the Plymouth Online Directory (see the link below).

www.plymouthonlinedirectory.com

10. How are parents/carers and children with SEND supported to share their views and concerns and work alongside the school?

Class teachers and Teaching Assistants provide feedback to children as part of their marking and assessment. Pupils are encouraged to communicate to the class teacher how they feel they have progressed with a piece of work and to talk about things that they have found difficult.

Children with additional needs who have an Individual Education Plan are encouraged to add their own target to the plan. Information about the targets and the provision put in place are shared with the child. When the Individual Education Plan is reviewed, the child is given the opportunity to share their views with the class teacher or the teaching assistant.

Staff encourage children to take a pride in their learning and to develop some ownership and responsibility for it. Where a child is experiencing an ongoing area of difficulty, we will try to spend time with them to understand more about this. Together with the child we build a profile and look at their strengths; areas for development and strategies that are helpful. We call this a 'One Page Profile' and it can be used to support the child with their learning, social skills, confidence.

Parents are encouraged to attend the parent meetings held during the year. This is an opportunity to discuss progress, attainment, areas of difficulty. Children are encouraged to attend these meetings with their parents and to join in with these discussions.

When making referrals to outside agencies for additional advice and guidance we meet with parents to discuss their concerns, thoughts and views. Children are also encouraged to share their own views and this is recorded on the referral form.

All children have opportunities to raise issues or concerns with the School Council. Points are discussed at School Council meetings and reported back to class teachers and classes as appropriate.

Parents have access to a regular coffee morning where they can meet other parents, ask for information and find out more about the school.

At all times our aim is to work together in partnership with parents to support their child's learning.

11. If I am not happy with the provision at the school, how can I share my concerns or make a complaint?

We hope that by working closely with parents we can form a strong and successful relationship. Members of staff are keen to work with you to address any concerns or worries you may have.

If you are unclear about the provision and support in place for your child or if you have a complaint, please come and talk to us so that we can address the problem.

People who can help you are:

The class teacher

SENDCo

Parent Support Advisor

Head Teacher

Plymouth Information, Advice & Support for SEND (PIAS), offer impartial, clear help and advice

01752 258933 / 0800 953 1131

See the link below:

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

More information is available on the Plymouth Online Directory:

www.plymouthonlinedirectory.com

12. Where can I find information about the Local Authority's Offer for children and young people with SEND and their families?

Information about the Local Authority's Local Offer can be found on Plymouth Online Directory:

www.plymouthonlinedirectory.com