



## FOUNTAINS EARTH C.E PRIMARY SCHOOL

### Special Educational Needs and Your Child

#### **What to do if I think my child has Special Educational Needs?**

If you have a concern about your child this should be raised in the first instance with the class teacher, who will then discuss these concerns with the Special Educational Needs Co-ordinator, and ensure any shared issues are monitored. The SENCo will arrange a review meeting if this is appropriate. We guarantee that you will receive feedback against your concerns. We maintain a Special Needs Register, which is updated termly, by the class teachers and the SENCo. All children who are significantly behind the national average attainment levels will be placed on the Register. Also children who we feel are not progressing appropriately in-year or between years, will be placed on the register. Vulnerable children are identified and monitored during termly meetings.

Mrs Partridge the school SENCo, (until December 2016, then Miss Brammah), along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that we are providing to meet their needs, and what expectations we have for your child's progress. This will include explaining to you where your child is in their learning, and the targets we have set for your child. You and your child will be asked for your views on these targets. You will be informed about where your child sits within the Early Years Outcomes or National Curriculum levels at which your child is working.

#### **How will school staff support my child?**

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND (special needs and disabilities) to make good progress alongside their peers. Teaching assistants are deployed where the need is and this can be done on a lesson by lesson basis in order to respond flexibly and swiftly to need. If a specific allocated time is given to a child then parents will be informed. This may be in the form of in class support or interventions run outside of the main Maths and English lessons. One of the interventions we run in school is First Class at Number and Narrative Therapy. School Provision Maps indicate some of the things we can offer to children with specific needs. Governors will question about this provision and check the impact it is having on pupil progress. Regular slots are provided in the governors meeting to discuss new things happening in school.

For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. We can talk to you about this in more detail or you can contact the Parent Partnership Service on 0845 034 9469

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

We hold parents evenings during the Autumn and Spring terms where you will be able to find out about what your child is doing and how they are progressing towards their targets. The school also operates an open door policy whereby parents can pop in to speak to the class teacher - if they are not available then a meeting can always be arranged. Formal assessments take place on a termly basis but if staff are concerned between these times they will approach parents directly. Our school prides itself on this proactive approach. Termly review meetings take place for all children on the SEN Register or children with a statement. Home school books are used when it is

beneficial and information is often added to planners. Individual Inclusion Passports are reviewed and updated on a termly basis and signed by the teacher, parent and child. All pupils with SEND should make at least expected progress, in line with their peers.

### **How will the learning and development provision be matched to my child's needs?**

Every lesson is differentiated in the classroom, especially within English and Maths. During the majority of English and Maths lessons there will be teaching assistant support in the classroom. Children will access education at their own level ensuring it is both challenging and helping them to reach their learning targets.

### **What support will there be for my child's overall wellbeing?**

We are very concerned with a child's overall wellbeing. Training is given to staff for medical needs when they arise for example epi- pens for allergies.

Behaviour in school is carefully monitored and positively reinforced. Strategies to support behaviour include social groups; time out; liaison with parents and phone calls home.

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

As a school we may need specialist support for your child. If we feel that the involvement of another agency would be beneficial to help with your child's needs, you will be informed and asked to give your consent. Within school we can make referrals to the Enhanced Mainstream Schools which provide both in-reach and out-reach support. These specialist provisions are Behaviour, Emotional and Social Difficulties- ; Specific Learning Difficulties- and Communication and Interaction. We can also make referrals to speech and language, social care, CAMH's, educational psychologist and the school's Parent Pupil Support Adviser Julie Bradbury-Sharpe.

We also work in close partnership with physiotherapy, occupational therapy, our school nurse, Tina Outhwaite.

Our area Parent Partnership Co-ordinator, can be contacted through North Yorkshire's education offices. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.

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

You can support your child by listening to them read, reading to them, supporting them with their homework for example practising spellings. We have lots of different ways you can support your child's learning in school. Our range of ideas and strategies include learn together days, parents evenings, volunteers in school, and structured conversations. For information on how to help your child at home talk to your child's class teacher and look out for the termly information letter from your child's class teacher.

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

Parents are always invited to attend review meetings and to share in writing Inclusion Passports. As a parent you can volunteer in school, go on school trips, attend special assemblies, shows, etc.

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

All children have access to all activities both in school and out. For a school trip a pre-visit will happen, a risk assessment will be done and adaptations will be put in place. Adaptations previously put in place include parents accompanying the child, transport by car due to not being able to get on a coach and daily time on websites looking at the place the child is going to ensure familiarity. Parents will be consulted by the class teacher

regarding any difficulties we may encounter. We will always go the extra mile to ensure every child can access a school trip.

### **How accessible is the school environment?**

Fountains Earth School benefits from a fully accessible toilet in our Cloakroom Area. Whilst we have small steps into the main hall, most of our main school building is level. All classrooms have interactive teaching screens, blinds and carpets. Sound levels are kept low. Our Equalities Scheme includes an action plan to continue to develop accessibility as we continue to work on our site.

### **Who can I contact for further information?**

If you are concerned about your child, initially approach the class teacher. They can then discuss progress with the Head teacher. Other people involved in working with your child include Teaching Assistants and outside agencies. If you are unhappy with the provision we have made and your questions have not been answered, then please consult our school website with regard raising a complaint.

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

Transition is very well planned for all children. We have strong links with the High School in the area. There are two transition days for all Year 6's. Additional visits may be set up and for many pupils with SEND we begin the transition process early in Year 5 and lots of extra liaison visits are planned. There is also a document called the Inclusion Passport that is passed onto the next school. This documents any interventions that have happened in primary school along with other information such as interests, levels and recent achievements.

If a your child is transferring to our school we will contact the previous school for information, attend review meetings, set up transition day visits and make a book about our school (if this is appropriate). If your child is leaving our school we will contact the new school with any relevant information and then photocopy all files to send on. The originals will be kept in school in accordance to statutory guidance.

If your child is joining our Reception, we will visit your child if they are currently attending another setting, talk to the staff and meet regularly with you to discuss any additional arrangements that may be necessary. We will organise a programme of visits and opportunities to stay and play before your start date, as well as developing any action plans that may be needed around your child's needs.

### **How are the school's resources allocated and matched to children's special educational needs?**

Our school budget is allocated to match the needs of the children in school. The school reflects on numbers of children to decide the most appropriate class structure and on individual need to deploy staffing. Teaching assistants will work in class, run interventions and generally support children where it is needed.

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

Where we feel that something additional or different is needed to support your child because they have SEND we will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This will include: details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets; the next date when your child's progress will be reviewed.

If your child is not making progress and the gap between them and their peers is widening then your child would take part in an intervention either in a 1:1 situation or in a small group to address the needs of your child. If they are still not making progress, in class support by a Teaching Assistant may be deployed if this is thought to be beneficial. This is by no means always the case. Most importantly, this support should be aiming to make your

child more independent in lessons. This decision will be made by the head teacher. More long term class support would be discussed in review meetings and through structured conversation. Your child may have an inclusion passport/ communication book.

We use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We can explain to you:- what sort of interventions your child is receiving and the intended learning outcomes; when during the week any interventions will be delivered and for how many weeks; who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) how the interventions will relate to and support learning in the classroom; how they will be monitored closely to make sure they are helping your child to make accelerated progress.

The school Governors also have a role in ensuring your child is supported where necessary. The head teacher reports back to the Governing body regularly in addition to the SENCo meeting with the SEN Governor.

Should you require any extra information then please do not hesitate to come and see me in school.

Heather Partridge

SENCo

(from Jan 17 Miss Lynette Brammah)