



SEND Information Report

Version 1
July 2014



INTRODUCTION

The changes in the Children and Families Bill affect the way children with Special Educational Needs (SEN) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. Our SEN information report describes the range of provision available to support children with additional needs.

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.
- Liaising with the Special Education Needs/Disabilities Coordinator (SENDCo/Inclusion Manager) regarding your child’s progress and needs as necessary.
- Writing Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Providing 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 / Inclusion Manager- Laura Boxley

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 parents/carers 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 – Paul Martindale

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/Inclusion Manager 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 – Ashley Humble

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 553 6916

Question 2 – what are the different types of support available for children with SEND in our school?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

- 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 or outside agencies) are in place to support your child to learn.
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- Co-ordinate specific group work/ interventions run in the classroom or outside by a teacher or a Teaching Assistant (TA) or outside agencies such as, Autism Outreach Team, Educational Psychologist, Sensory Impairment Team and Speech and Language Therapy.
 - 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 (“Including All Children” documentation from LA).
 - Your child will also need specialist support in school from a professional outside the school.

Support for children with an Education Health Care Plan (EHCP)

- The school (or you) can request that Local Authority Services carry out a statutory 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 a statutory 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 a Statement of Special Educational Needs or 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 Statement or 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.
 - The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
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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).

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 through regular monitoring and assessments by the class teacher and SENDCo, 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 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 Inclusion manager/ SENDCo discuss all the information they have about SEND in the school, including:
 - The children receiving extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support are reviewed regularly and changes made as needed.
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Question 6 - Who are the other people providing services to children with SEND in this school?

School provision

- Teaching Assistants/ Learning Support
- Attendance Officer
- Child and Family Liaison Officer
- Educational Psychology Service

Local Authority Provision delivered in school

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Behaviour support Teams

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
 - School Nurse
 - Occupational Therapy
 - Physiotherapy
 - CAMHs
 - Behaviour support Teams
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Question 7 - How are the teachers in school helped to work with children with a 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, 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 and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Class teachers will produce provision maps to plan the interventions and support for children with a SEND.

Question 9 - How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
 - His/her progress is reviewed formally every term in reading, writing and numeracy and pupil progress meetings are held.
 - The Development Matters tool is used to assess the progress of all children in Foundation Stage.
 - All children in Year 1 are assessed using the Phonics Screening Check to show their ability in reading. The results from this assessment are published nationally.
 - If your child is in Year 1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail.
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- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are formally assessed using Standard Assessment Tests (SATs) and the results are published nationally.
 - Children may have an IEP which will be reviewed, and a future plan made.
 - Children with additional needs are assessed using PIVATS which break levels into smaller steps to help measure progress.
 - The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
 - 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.

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 Inclusion Manager/ 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 or where this is not possible, in a report.
- IEP's will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The school's Child and Family Liaison Officer may be available to provide additional support and guidance to you if required.

Question 11 - How is Bexhill Academy accessible to children with SEND?

- The building is on two levels, with the dining and PE facilities, EYFS, KS1 and the majority of KS2 being based on the ground floor. As yet, there are no facilities to enable pupils with disabilities to access the upper floor. The Academy has accessible toilet facilities.
 - We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
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- After school provision is accessible to all children including those with SEND.
 - Extra curricular activities are accessible for children with SEND

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, and where possible meet, 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 in most cases, a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- We will organise transition sessions in the summer term to allow them to meet new practitioners and help towards a smoother transition.

In Year 6:

- A meeting will be arranged for parents, primary staff and secondary staff to discuss your child's needs to help support a smooth transition.
 - 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 on several occasions and in some cases staff from the new school will visit your child in this school.
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