

Coniston Primary
SEN Information Report 21/22

How does the school know if a child has SEND or requires extra help?

At Coniston, children are identified as having a special educational need and/or disability through a variety of ways including:

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher
- Liaison with external agencies (Speech Therapist, Occupational Therapist etc)
- Health diagnosis through paediatrician

Please see the school's SEND Policy for more details on how Coniston identifies children with SEND.

What kinds of SEN are provided for?

There are four broad areas of special educational need.

- *Communication and Interaction* – Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This maybe because they have difficulty saying what they want to, understanding what is being said or they do not use or understand social rules of communication. Children with Asperger's syndrome and Autism may have particular difficulties with social interaction.
- *Cognition and Learning* – Some children may need support for learning difficulties because they learn at a slower pace than their peers, even with appropriate differentiation. This could be a moderate learning difficulty (MLD), a severe learning difficulty (SLD) or profound and multiple learning difficulties (PMLD). Some children may have a specific learning difficulty (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- *Social, Emotional and Mental Health difficulties* – Some children may experience a wide range of social and emotional difficulties which manifest themselves in many ways, for example, becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Some children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- *Sensory and/or Physical Needs* – Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and therefore modification is required. These may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

Source: Special educational needs and disability code of practice: 0 to 25 years. (DfE and DoH, 2015)

What should I do if I think my child has Special Educational Needs?

- Talk to us – contact your child's class teacher, Deputy Head teacher and SENDCO or our Pastoral Lead
- We aim to build positive relationships with parents. We are open and honest with parents and hope that they will do the same with us.

How will the school support my child?

Who will oversee, plan and work with my child and how often?

- Our SENDCO and Pastoral Lead oversee all support, and tracks the progress of any child requiring additional support across the school.
- 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.
- The Class Teacher and or Teaching Assistant (TA) will frequently work with your child, either individually or as part of a group. The purpose and regularity of these sessions will be explained to parents when the support starts.

Who will explain this to me?

- The class teacher will meet with parents at least three times a year (this could be as part of Parent's Evening) to discuss your child's needs, support and progress.
- For further information, the SENDCO/Deputy Head is available to discuss support in more detail.

How are Governors involved, and what are their responsibilities?

- The Head teacher reports to the Governors regularly, to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending, with the overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

- Every child is entitled to a broad and balanced curriculum and adaptations are made wherever needed to support SEND children to access this.
- The first and most effective approach to teaching and learning to meet the needs of all pupils is through Quality First Teaching.
- Classroom environments have been carefully designed to reduce cognitive overload
- Work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. In maths and writing, lessons are structured so that children progress at an appropriate level
- In addition to this, some children may require additional provision through focused group work lead by the Class Teacher or Teaching Assistants.

How will I know how my child is doing, and how will you help me to support my child's learning?

- We offer an open-door policy; you are welcome to make an appointment to meet with either the class teacher or SENDCO to discuss your child's progress. We can offer advice and practical strategies for helping 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. This could involve phone-calls, home/school books, emails or face-to-face meetings.
- If your child is on the SEND register, they will have a Pupil Passport which will have individualised targets. These targets are discussed and reviewed at least 3 times a year, and parents are given a copy of the Pupil Passport. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) and are reviewed as an ongoing process
- If your child has complex SEND, or an Education, Health and Care plan (previously called a Statement of SEND), an annual formal meeting will take place to discuss your child's progress and a report will be written.
- As a school, we measure children's progress in learning against national expectations and age related expectations. The class teacher assesses each child continually using small step assessment grids, and notes areas where they are improving, and where further support is needed. As a school, we track children's progress from entry in EYFS through to Year 6.
- Children who are not making expected progress are targeted through Pupil Progress Meetings with the class teacher, SENDCO and Senior Leadership Team. In these meetings, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. This support is then evaluated for its effectiveness and adapted as necessary.
- When the child's Pupil Passport 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 provision may be tried to ensure the child does make progress.

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

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff 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 is always parents' first point of contact.
- For children who's wellbeing is a concern there will be weekly mentoring sessions with their class teacher or TA to provide them with the opportunity to share their worries or concerns
- If further support is required, the class teacher liaises with the SENDCO and our Pastoral Lead for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.
- The school's Pastoral Lead works closely with children, parents and families during the school day.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.

How does the school support behaviour and attendance?

- As a school, we have a very positive approach to all types of behaviour, with a clear policy and reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Support Plan may be drawn up to identify the specific issues, relevant support put in place, and targets set for improvement. The school may also purchase support and advice from the local authority Behaviour Support Team.
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult; we call this a 'debrief'. This helps to identify why the incident happened, and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored by our Educational Welfare Officer (EWO), the Head teacher and Parent Support Advisor. Lateness and absence are recorded, monitored and followed up. Good attendance is encouraged and rewarded throughout the school, both for classes and individuals.
- Some staff are trained in 'Team Teach' in order to support children with challenging physical behaviour and to ensure their safety and the safety of others.

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through Pupil Voice meetings, which has an open forum for any issues or viewpoints to be raised.
- Children, who have Pupil Passports, discuss and set their targets with their parent and class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry.

What specialist services are available to the school?

Services in school include:

- SENCO
- Pastoral Lead and Parent Support Advisor
- Educational Welfare Officer

Sometimes, it may be appropriate to involve an external agency in order to fully support you and your child and meet their needs. If this is deemed appropriate, the teacher/SENCO will contact you to discuss this and gain your consent, and then a referral will be made. External agencies include:

- Behaviour Support Team
- Inclusion Support Team
- Educational Psychology
- Occupational Therapy
- Speech and language Therapy
- CAMHs (Child & Adolescent Mental Health)
- Supportive Parents

- School Nurse
- GPs
- Community Paediatrician
- Social Services
- Play Therapy

What training have staff had / are staff having?

- Dyslexia-friendly classrooms
- THRIVE training
- Autism training
- Speech and Language programmes
- Mental health support
- Family support
- Team Teach (behaviour management / positive handling)
- Delivering reading, phonics and numeracy support programmes

How will my child be included in activities outside of the classroom, including school trips?

- All children, both SEND and non-SEND, are entitled to the same curriculum and adaptations are made to ensure that all pupils are fully included.
- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. 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. On the rare occasion 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.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet, which has a shower, and is large enough to accommodate changing.
- The school has ramps at specified fire exits.
- We work closely with SARI, an ethnic minority achievement service, who assist us in supporting our families with English as an additional language.

How will the school prepare and support my child when joining and transferring from the school?

- We encourage all new children to visit the school prior to starting.
- We liaise closely with pre-school and nursery settings, visiting these (wherever necessary) before children start school.
- When children are identified with SEND, transition meetings are arranged with the previous setting's SENDCO, class teacher and Family Link Worker.
- All children with SEND are encouraged to visit Coniston Primary School on several occasions to assist with a smooth transition. We also aim to visit them in their current setting.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. In many secondary schools, there is a programme specifically tailored to aid transition for pupils with SEND or the more vulnerable pupils.
- 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.
- We have a form that all lead professionals in school will contribute to ensuring we have all the relevant information for every new starter. This includes social care involvement, SEN paperwork etc.

Who can I contact for further information or to discuss any concerns I may have about the provision for my child?

- The first point of contact is your child's class teacher.
- You could also arrange to meet Mr Glover, our SENDCO and Deputy Head, or Mrs. Vindel, our Pastoral Lead and Parent Support Advisor.
- Look at the SEND policy on our website
- Contact Supportive Parents – www.supportiveparents.org.uk

- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk •
- Visit the South Gloucestershire Council website and look at the Local Offer.
<http://www.southglos.gov.uk/health-and-social-care/care-and-support-childrenfamilies/local-offer/>

If you are not happy that your concerns are being managed and that your child is not making progress then you should speak to the Headteacher/SENDCO. If this does not resolve your concerns, then you can access the school complaints procedure via the website or by requesting a copy from the school office.

Who should I contact if I am considering Coniston Primary School for my child?

- Please contact the school office (office@conistonprimary.org.uk / 01454 866920) to arrange to meet Mr Walters (Headteacher), or Mr Glover (Deputy Head and SENDCO).
We will be happy to discuss with you how we can meet your child's needs.