



## Shaw CE Primary School

### SEND information report for parents

2023 24

**Address:-** Corsham Road, Shaw, Melksham, Wilts, SN12 8EQ

**Website:-** [www.shawprimary.com](http://www.shawprimary.com)

**School opening hours for the children:-** 8:45 – 15:15

**Point of contact:-** Headteacher – Thomas Brewer – [head@shaw.wilts.sch.uk](mailto:head@shaw.wilts.sch.uk)

**Type of Provision:-** Primary Education

**Age range:-** We cater for children aged 4 - 11

**Admission arrangements:-** Shaw subscribes to the Wiltshire Council admissions procedures and policies. Parents can apply through Wiltshire Council for Primary School admissions.

**Referrals:-** Children can be referred to the school if they are accommodated by the Local Authority or if they have an Education Health and Care Plan on parental request.

**Cost:-** Pupil Premium funding will follow the child as well as funding from Wiltshire Council.

#### SEND at Shaw

At Shaw, all teachers see themselves as teachers of Special Educational Needs and Disabilities (SEND) and plan specifically for the individual SEND needs within their classrooms. Alongside the SENCO, they set targets and provide provisions which support learners to achieve their best. Learners with SEND are fully included in all areas of school life and can talk about how they are supported to succeed.

#### Partnership agencies we work with

- Educational Psychologists
- Speech and Language Therapists (SaLT)
- Occupational Therapist (OT)
- Specialist Special Educational Needs service (SSENS)
- Child and Adolescent Mental Health Services (CAMHS)
- Social, Emotional and Mental Health (SEMH) Team (Nylands)

- Visual impairment advisory services
- Hearing impairment advisory services
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, health visitors, Community paediatrician and Physiotherapists)
- Wiltshire Parent Carer Council
- Family Counselling Trust
- Children's Centres
- Looked After Children Education Services
- Special Educational Needs and/or Disabilities Team (SEND Team)
- Education Welfare Officer
- Young Carers support
- Early Years Inclusion Officers

### Curriculum

The Early Years Foundation Stage Curriculum is followed, as is the National Curriculum. Shaw CE Primary School has created a broad and balanced curriculum where the needs of the child are considered and the curriculum they receive is tailored to meet their needs.



### Assessment

We assess the pupil's academic progress regularly throughout the year and their attainment through formal assessment twice a year. This is reported to parents through reports sent home. Parents are invited to parents' meetings to discuss their child's progress and attainment. Parents of a child with SEND will be invited to a longer parent meeting with the SENCO and class teacher twice a year. SEND targets are reviewed by teachers formally 3 x a year but will be adjusted more frequently depending on need. In addition to this, parents of children with an Education Health Care Plan (EHCP) are invited to annual reviews. Any health concerns are assessed and reviewed as is appropriate and necessary and children with a health care plan have these reviewed annually with the support of the School Nurse and other professionals as appropriate.

### Transition

Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with others professionals, we will check funding, write any necessary plans and look at ways of employing staff to support if necessary. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; we feel parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education Health Care Plan (EHCP) then a transitional review will take place in year 5 and possible school options will be discussed.

## Staff Expertise



The SENCO is a fully qualified teacher with the NASENCO qualification. Our expectations are that all teachers are teachers of SEND and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected to have a good understanding and awareness of SEND in their classroom and gain new knowledge or refresh existing knowledge through on-going CPD sessions. Through the school year, a number of staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the

children in a class. In some cases, an adult may be employed to provide targeted support for a child with high needs to enable them to access a mainstream curriculum. We also have pastoral support for all pupils when appropriate this includes an Emotional Literacy Support (ELSA) TA as well as several members of staff who are trained to deliver Lego Therapy.

## Monitoring of the effectiveness of the provision

There are robust systems in place for the SENCO to monitor the effectiveness of the school provision these include:

- Book scrutiny
- Progress meetings
- Setting of Specific, Measurable, Achievable, Relevant and Timely (SMART) targets
- Monitoring the quality of provision for SEND children
- Monitoring of planning
- Provision mapping through Individual Provision Plans (IPPs) and My Support Plans (MSP)

The SEND Governor will meet with the SENCO and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders also monitor the delivery of their subject and the progress made. The senior leadership team and SEND link governor monitor and quality assure the impact of the SEND action plan/School improvement plan. Ofsted and the Local Authority moderate KS1 phonics, KS1 SATs, KS2 SATs and end of EYFS data to validate or challenge.



**Mark Burrett – SEND governor**

## Equal Opportunities

All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure. For some children, risk assessments are in place to support their safe access to school life in full.

## Spiritual, Moral, Social and Cultural Curriculum

Shaw is a values-based organisation and therefore recognises the contribution that all children can make to all aspects of school life, including representation in:

- School Council and Eco Council, to which all pupils contribute
- Pupil voice
- Community events
- Religious festivals
- Special school days
- Building strong meaningful relationships between staff and pupils
- Discussing measures to prevent bullying
- National initiatives, such as eco-weeks, charity events, religious celebrations and SEND focused events

*This list is not exhaustive*

### Frequently asked questions



#### **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

- Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It maybe that later on s/he does not make the progress expected.
- If your child has been to a preschool, nursery or another school, they will pass on information.
- If you have concerns yourself, please talk to your child's class teacher. We have an open-door policy at Shaw CE Primary School and you are encouraged to share your concerns with the class teacher. Preferably, this would be after school as not to interrupt learning time in the morning. If this is not possible, please phone the school to make an appointment.
- If we, in school, identify any special educational needs we will talk to you about it and work together to put support in place. We may or may not ask your permission to involve one or more of the Partnership Agencies.

#### **2. How will the school support my child?**

The school has many options to enable your child to access mainstream learning, these include the following:

- An Individual Provision Plan (IPP) or My Support Plan (MSP) that states how and when a child is supported with what resources are required to enable successful delivery of the support
- Specialist TAs who are specifically trained in supporting specific and high needs children.
- Qualified and trained teaching staff including the SENCO who can advise on strategies to support and help your child to progress
- Access to other professionals for advice

#### **3. How will the curriculum be matched to my child's needs?**

The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. The child is then able to learn at his own level and make the progress s/he

needs to make. Multisensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly.

#### **4. How will I know how my child is doing and how will you help me to support my child's learning?**

School will communicate regularly with you and this may include:

- Informal conversations between parent/carers with the teacher
- Discussions around the child's individual learning needs and provision in place
- Formal parent/teacher interviews twice a year
- Discussions around how to support and help your child at home
- A full written report is shared at the end of the academic year, with a brief summary of progress shared in the middle of the year
- TA conversations with parent/teacher/school
- Home school diaries/informal reporting as required
- School website with helpful links and strategies to support your child's learning



*This list is not exhaustive*

#### **5. What support will there be for my child's/young person's overall well-being?**

We are a fully inclusive school and all staff are passionate about the well-being of each child. Our Values Curriculum, in which all adults try to model good behaviour to children, is used throughout the school by all members of staff. Health, safety and well-being are also taught through lessons and assemblies.

Continuous care, support and guidance in class and around school may also include:

- PSHE curriculum
- Fully inclusive school where every child matters
- Enrichment activities (clubs, Pupil Premium activities, residential trips)
- Medical care plans/ personal care plans
- Some staff are trained in First Aid
- Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to the circumstances they were intended to prevent.

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

- SENCO (at school)
- ELSA (Emotional Literacy Support Assistant) (at school)
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- Specialist Special Educational Needs service (SSENS)
- CAMHS
- Social, Emotional and Mental Health Team (SEMH)

- Visual impairment advisory services
- Hearing impairment advisory services
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Wiltshire Parent Carer Council
- Family Counselling Trust
- Children’s Centres
- Looked After Children Education Services
- Special Educational Needs and/or Disabilities Team (SEND Team)
- Education Welfare Officer
- Young Carers support

**7. What training are the staff supporting children with SEND had or are having?**

All staff have access to CPD which is tailored to the needs of the children. These include:

Training programme	When/Time	Who
Annual safeguarding training with updates throughout the year.	2023_24 2 hours September + updates	All Staff All staff
Ongoing training in excellent Teaching and Learning and SEND professional development, e.g., supporting SEMH and behaviour needs	TA training meetings and staff meetings – throughout the year	All staff
First aid	Every 3 years	All staff
Specific medical needs training, e.g. <i>diabetes or epi pen training</i>	As needed	Identified teaching or support staff
Team Teach positive handling and de-escalation training	6 – 12-hour course depending on level	Identified teaching or support staff



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

We are a fully inclusive school and ensure full access to activities outside of the classroom and school trips. For some children, their participation may be supported by a rigorous risk assessment procedure.

**9. How accessible is the school environment?**

The school is wheel chair accessible and there are two disabled toilets. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. Accessibility plan available on request.

**10. How will the school prepare and support my child to join the school or transfer to a new school?**

Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with other professionals, we will check funding, write any necessary plans and look at ways of employing staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Where appropriate home visits take place. Any child moving on to another school from us will have a fully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education Health Care Plan (EHCP) then a transitional review will take place in year 5 and possible school options will be discussed. When children join from another primary school we transfer records and have meetings/conference calls as needed and appropriate.

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

The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be request to support higher needs children, children with Education Health and Care Plan (EHCP). The Headteacher and the SENCO will discuss each child's needs in detail and then ensure that school-based provision meets the needs of each child as detailed in the EHCP. This may include access to:

- Additional resources
- Additional adult support
- Support from outside agencies
- Alternative provision

**12. How is the decision made about what type and how much support my child will receive?**

- Through initial assessments and provision mapping
- Where appropriate assessments may be sought from partnership agencies
- Meetings with teacher/parent and other professionals (where appropriate)

**13. Who can I contact for further information?**

SENCO, Mrs Jenny Rodeck 01225 702544 or [jrodeck@shaw.wilts.sch.uk](mailto:jrodeck@shaw.wilts.sch.uk)



**Jenny Rodeck - SENCO**