



Special Educational Needs

Shaw Ridge Primary School offers good support for children with special educational needs. This page, known as our 'School Offer' answers some frequently asked questions about how we support children with SEN.

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At Shaw Ridge Primary School children are identified as having SEN through a variety of ways including the following:

- Liaison with previous preschool/school
- Child performing below age expected levels or failing to make expected progress
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician
- The use of the Swindon Core Standards document
- Use of a range of informal tests and assessments

i.e. York Assessment for reading comprehension, York Early reading, WesforD, Primary phonics check, visual stress assessment, ABC checklist (motor-skills,) digit span (short term/working memory.)

How will I raise concerns if I need to?

Talk to us – firstly contact your child's class teacher or our SENCO (Mrs. Armstrong.) We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

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

Our SENCO oversees all support and 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 every effort is made to ensure that progress is made in every area. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group if this is seen as necessary by the class teacher. Other teachers may work with your child as necessary as part of planned intervention or 'booster groups.'

The Class Teacher will explain to parents/carers what support is in place for their child on a termly basis, during formal parent meetings or meetings that have been arranged to review progress towards outcomes.

Who will explain this to me?

The class teacher will meet with parents on at least a termly basis (usually as part of Parents' evening) to discuss your child's needs, support and progress. It will also be possible to arrange further meetings with your child's teacher, as necessary. For further information the SENCO is available to discuss support in more detail.

How are the governors involved and what are their responsibilities?

The progress of children with SEND is reported to Governors on a yearly basis by our SENCo. This report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors (Mrs. Bourne) is responsible for SEN and meets regularly with the SENCO to discuss the effectiveness of SEN provision within our school.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Work is differentiated in a variety of different ways so that all children are able to access the learning. Resources are provided as necessary in order to enable children to access learning.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

You are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. *Due to Covid-19 appointments are currently made virtually via Microsoft teams or over the phone.*

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.

On occasions, when it is felt necessary, we will use a home / school link book which can be used for home and school to communicate regularly.

If your child is on the SEN register, outcomes will be set on a termly basis, relating to their specific needs. Provision will be put in place in order to support them in making progress towards these outcomes. Progress towards outcomes will be monitored termly by the Class Teacher and SENCo and will be shared with you during parent meetings.

If your child has complex SEND they may have an Education, Health and Care plan which means that an Annual Review Meeting will take place every year to discuss your child's progress and a report will be written.

How does the school know how well my child is doing?

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are making progress and where further support is needed. As a school, we track children's progress from entry at FS2 through to

Year 6, using a variety of different methods including Development Matters, National Curriculum levels and Reading and Spelling ages, when necessary.

Children who are not making expected progress are identified through Pupil Progress Review meetings with the class teacher and the Senior Leadership Team. During these meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Teachers will complete the quick checker and universal provision documents from the Core Standards. This will then inform staff of what provision needs to be put in place. This is then monitored by the class teacher and the SENCo, using a assess-plan-do-review approach.

What support will there be for my child's overall well being? What is the pastoral, medical and social support available in the school?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being and that a happy child will learn best. We have a caring, understanding team looking after our children. We also run a variety of nurture interventions within school, including Family Tree (Reception,) Family SEAL (Year 1,) Happy to be me (Years 3/4,) Go-Zone (Years5/6.) Children are identified on a needs basis to participate in these interventions. We also offer one to one nurture work with our specialist nurture TA where this is thought to be necessary. *Due to Covid-19 some of our interventions are limited. A lot of nurture care is being out virtually via Microsoft Teams or telephone calls.*

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve children participating in one of our in-school nurture interventions or working alongside outside agencies such as Health and Social Services, and/or the Social, Emotional and Mental Health (SEMH) Team or TAMHS (Targeted Mental Health in Schools.)

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.

- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day. If this is regular long term medication the school will refer to the school nursing team so that a care plan can be written and put in place.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- Medication must be sent into school with a prescription label showing the child's name clearly displayed.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff and pupils. Class Teachers also use a range of individual reward systems to support children who are having difficulties.

If a child has behavioural difficulties an Individual Behaviour Plan (IBP) or Working Together Plan may written allowing us to put relevant support in place and set targets. If a child continues to display behaviour difficulties despite support and strategies put in place in school then with parental permission a referral may be made to the SEMH Team (behaviour support) or TAMHS.

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded. The Educational Welfare Officer may become involved if school are concerned about a pupil's attendance.

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 the School Council.

Children who have IEPs (Individual Education Plans) or 'Working together plans' discuss and set their targets with their class teacher. They also contribute to their pupil profile.

If your child has a Statement of SEN or an Education, Health and Care plan their views will be sought before any review meetings.

The SENCo regularly carries out pupil voice with children with SEND to ascertain their views.

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

Our SENCo is a fully qualified class teacher with special school experience. She has completed the National SENCo qualification.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- SEMH Support Team;
- Health – including GPs, school nurse, paediatricians.
- Targeted Mental Health in Schools (TAMHS;)
- Speech & language therapists;
- Occupational Therapists;
- The ASC and SCID (autism spectrum and social communication and interaction difficulties) support service;
- The Visual Impairment support team;
- The Hearing Impairment support team;
- The Advisory Teacher for ICT and AAC (alternative and augmentative communication;)
- The Advisory Teacher for physical disability;
- Social services – including Locality Teams and Social Workers.

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

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. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

How accessible is the school environment?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level. Classrooms can be adapted as required.

How will the school prepare and support my child when joining the school and transferring to a new school?

We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we are sensitive to the fact that further visits may be required to assist with the acclimatisation to the new surroundings. If children have a Statement of SEN or an Education, Health and Care plan we also try to visit them in their current school.

We may write social stories with children or prepare transition booklets for them 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. 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.

If your child has a Statement of Educational Needs or an Education, Health and Care plan then an Annual review will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school's resources allocated and matched to children's SEN needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available. We have a team of TAs who deliver intervention programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA. *Due to Covid-19 some of our interventions are limited, we hope this will resume as soon as possible.*

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

The class teacher, alongside the SENCo, will discuss the child's needs and what support would be appropriate. Class teachers will complete the quick checker and universal provision documents from the Swindon Core Standards. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

How do we know if it has had an impact?

- By reviewing children's targets on working together plans and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have made sufficient progress.
- Staff use an assess-plan-do-review approach as per the SEND Code of Practice (2015).

Who can I contact for further information?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs. Armstrong our SENCo or Miss Ramsay our Family Support Worker
- Look at the SEN policy on our website
- Contact the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) www.contact.org.uk or 0808 8083555
- Swindon SEND families voice <https://swindonsendfamiliesvoice.org.uk/>

Who should I contact if I am considering whether my child should join the school?

January 2021

Contact the school Admin office to arrange to meet the Head teacher Mrs. Cowell, who will willingly discuss how the school could meet your child's needs.