

Radbrook Primary School SEN Information Report.

This report aims to give parents and other interested parties a clear summary of our policy for children with special educational needs or disability (SEND).

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

1. The school Special Educational Needs Coordinator (SENCO), Mrs. Gail Appleton

She is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response which meets their needs in school.
- Ensuring that you are:
 - *involved in supporting your child's learning
 - *kept informed about the support your child is getting.
 - * involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapists, Sensory Impairment specialists etc.
- Updating the school's SEND register (a list of all the pupils with SEND in this school) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Mrs. Appleton can be contacted by phone via the school office on 01743 232895 or by email at Admin@radbrooksbmat.com

Your child's class teacher. He/she is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Putting together Individual Education Plans (IEPs) in consultation with parents, and sharing and reviewing these with parents at least once each term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work (often called an 'intervention'), so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Your child's class teacher can be contacted by phone via the school office.

2. The Head of School, Miss Kate Linnell, is responsible for:

- The day to day management of all aspects of the school, which includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Miss Linnell can be contacted by phone via the school office.

3. The SEN Governor, Mrs. Mary Pascoe. She is responsible for:

- Making sure that the necessary support is provided for any child who attends the school who has SEND.

Mrs Pascoe can be contacted by phone via the school office.

What are the different types of support available for children with SEND at Radbrook Primary School?

1. First and foremost, we are committed to ensuring that all children receive excellent targeted classroom teaching, also known as Quality First Teaching, from their class teacher and supporting adults. For your child this would mean:
 - That the teacher has the highest possible expectations for your child and all pupils in their class.
 - That all teaching is based on building on what your child already knows, can do and can understand, often informed by discussions with parents.
 - 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, making learning active and 'hands on' and encouraging your child to become a more independent learner.
 - Your child's teacher will make careful checks on your child's progress so that if your child has gaps in their understanding/learning and needs some extra support, they can help them make the best possible progress.
2. Specific group work within a smaller group of children. These 'intervention groups' may be:
 - Run in the classroom or in other places around school
 - Run during lesson time or during assembly time.
 - Run by a teacher or most often a teaching assistant who has had support and/or training to run these groups.

This type of support is available for any child who is not making expected progress and appears to have specific gaps in their understanding of a subject/area of learning, despite having received high quality class teaching as outlined above.

3. Specialist intervention work.
 - Your child will have been identified by the class teacher/SENCO (or you will have raised concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
 - You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Occupational Therapist. This will help the school and you to understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations.
- If your child has a diagnosed special educational need, school may suggest that your child be classed as 'SEN support' in school. At this point, the SENCO and class teacher will meet with you to hear your views and suggestions with regard to important next steps/targets for your child. We will work together to present these targets in an Individual Education Plan (IEP) tailored to your child's needs. We will explain what the support for your child will consist of and what strategies will be put in place.

SEN support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

If, following a period of SEN support, a child is still making less than the expected progress, parents and school will meet to discuss the possibility of requesting that the Local Authority carry out a statutory assessment of your child's needs. After the school have sent in the request to the Local Authority (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.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Education Health and Care Plan. If this is not the case, they will ask the school to continue with SEN Support and also set up a meeting in school to ensure a plan is in place so that your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive, 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.

You can find out more about the Local Authority offer for SEN at;

<https://shropshire.gov.uk/the-send-local-offer/>

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 expected progress the school will set up a meeting to discuss this with you in more detail. We will listen to any concerns you may have, plan any additional support your child may receive and discuss with you any referrals to outside professionals to support your child's learning.

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENCO's job is to support the class teacher in planning for children with SEND. The school runs regular training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Dyslexia and Dyscalculia.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their care e.g courses run by the Occupational Therapy Service.

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.

Specially trained support staff will follow the teachers 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.

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 assessed every term and a level is given in reading, writing, Grammar, punctuation and spelling and mathematics.

If your child is in Year 1 and above, but is not yet at Level 1, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are currently required to be formally assessed using a combination of teacher assessment and Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Children on SEN Support will have an IEP which will be reviewed , in close consultation with parents, every term and the plan for the next term made.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The class teacher and SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of a child with 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 SENCO 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 with the person involved directly, or where this is not possible, in a report.

IEP's will be reviewed with your involvement each term.

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.

There is a wealth of information available on the Local Authority website. This is known as The Local Offer and can be accessed at

<https://shropshire.gov.uk/the-send-local-offer/>

How is Radbrook Primary School accessible to children with SEND?

We welcome all children to our school and ensure that appropriate provision is made to cater for their needs. The entrance to school has no steps and wheelchair users can access the main classrooms, the demountable classrooms and the toilet for the disabled. Our approach is further set out in our Disability Equality Plan. All pupils are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

How will we support your child when they are entering/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 with SEND is moving to another school, we will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be provided 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. All IEPs will be shared with the new teacher. All children with SEND have a 'One Page Pupil Profile' which includes information about their strengths and interests, and how to support them in their learning. These profiles are written in collaboration with the child and his/her parents and are a valuable source of information for the new class teacher.

In Foundation the class teacher and sometimes the SENCO will visit the Early Years setting when a child with SEND is to transfer to this school. They will observe the child and discuss any important factors relating to transition with the staff in the Early Years setting.

In Year 6, the SENCO will contact the relevant secondary school staff to discuss the specific needs of your child with SEND and to arrange extra transition visits if appropriate. Staff from the secondary school will always visit your child in this school. Specialist transition support may also be made available in order to make the transition as smooth as possible.

Further Information

This SEN Information Report for Radbrook Primary School forms part of the Shropshire County Council Local Offer. The Local Offer can be found on the SEN page of Shropshire County Council's website. <https://shropshire.gov.uk/the-send-local-offer/>

