

SHERWOOD PRIMARY SCHOOL

**SEN Information
Report**

December 2016

Accessibility and Inclusion

What the school provides

The school was built in 1990 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for the public and disabled persons. There are two disabled toilets available for wheelchair users, if the need should arise, situated in the corridor by Year 3 and next to the main office at the front of school.

Information is available on the school website and through newsletters.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. In Foundation and Year 1 teachers use visual timetables to support learning. The school has a range of ICT programs for pupils with SEN in addition to laptops, headphones, computers and interactive whiteboards installed in every classroom.

Teaching and Learning

What the school provides

Early identification of learning difficulties is vital and the SENCo works closely with outside agencies to seek appropriate help. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. PIVATs (Performance Indicators for Value Added Target Setting) are used to set targets and measure small steps progress. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. Children can be assessed by outside agencies such as IDSS (Inclusion and Disability Support Services) if the need arises, for specific diagnoses. Training for staff is provided by school to address the support of specific needs such as ASD.

The class teachers work closely with parents and the SENCo to plan an appropriate programme of intervention and support. A specialist teacher visits the school on a fortnightly basis to advise teachers on specific SEN issues. Each class has the benefit of at least one Teaching Assistant for part of each day. Provision mapping, in response to need, is used to deploy other support staff.

In the case of children with hearing impairment, visual impairment or medical needs, specialist support, equipment and training is provided by a specialist teacher from the IDSS (Inclusion and Disability Support Services). Medical advice is sought to support children with medical conditions, e.g. Diabetes and Epilepsy, from the school and community nurses. Designated staff have received First Aid and Epipen training.

When completing tests children with SEN receive appropriate support. They may qualify for additional time and complete the tests on a one to one basis or in a small group to aid concentration.

The SEN provision map is used to deploy staff. Children's Individual Education Plans indicate the type of intervention a pupil is receiving, how often and by whom. Pupils'

progress throughout the school is recorded on a tracking system which is updated half termly. The school tracker monitors progress for all children including pupils receiving the 'Pupil Premium' as well as pupils with SEN.

Reviewing and Evaluating Outcomes

What the school provides

Parents contribute to and take part in Annual Review Meetings and they receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review by attending the meeting when it is felt to be appropriate and by completing paperwork prior to the meeting at an age appropriate level. IEPs are produced for all children on the SEN register and these are reviewed termly. The school operates an 'Open Door' policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and pupils with SEN are monitored on the SEN register.

Keeping Children Safe

What the school provides

The Head Teacher carries out risk assessments where necessary to provide a safe environment in which the children can learn. Class teachers in liaison with support staff, carry out risk assessments prior to any off site educational or residential trip. All trips are fully inclusive.

If required, a handover is carried out by the special support assistant or class teacher to the appropriate parent/carer, for a child with special educational needs. There are designated disabled parking areas in the school car park for picking up and dropping off pupils.

Children with statements have adult support during lunch time both in the dining hall and outside in the play areas. Teaching staff additionally support children at play times and the Senior Leadership Team are available during the lunch hour to provide additional support if necessary.

Children with physical disabilities are supported, where needed, by adults during PE and outdoor activities to ensure their safety. Structured programmes e.g. the use of Social Stories, are used to support children with behavioural difficulties. A designated area is available outside, for children who need an area to sit and play quietly. The Learning Mentor is available to support vulnerable children as required. The risk assessments completed prior to all educational trips, identify the activities the children are to be involved in and who will support them. Visits by staff to educational venues, ensures that the necessary facilities are available to meet the children's physical and medical needs. Support is available in every class but some classes have additional adult support determined by the needs of the children.

Parents can access the Anti-Bullying Policy on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

All medicine is recorded in a log book, along with details of dosage and frequency and parents sign to grant authorisation to the school to administer the medicine to their child.

Care plans are passed on to the relevant class teacher and support staff, and the master copy is kept in the child's SEN records.

Moving and Handling plans are provided by the therapists visiting the school and the specialist teacher from the IDSS. These are reviewed annually or if there is a change in the child's needs.

Designated support and teaching staff are kept regularly up to date with First Aid Training to ensure they are familiar with what action needs to be taken, in the event of an emergency.

In addition, Diabetes and Epipen training has been provided by the School Nurse and professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

All staff are made aware of children with medical needs so immediate action can be taken in the event of an emergency. Files of all the children on the medical register are kept in key locations in school.

The school has a Base room where children can be seen by occupational therapists and physiotherapists. This room can also be used for therapy sessions delivered by school staff.

Children with speech and language difficulties are seen by the speech and language therapist.

The school nurse visits the school on a regular basis and is available to support medical referrals to the child paediatric service.

Communication With Parents

What the school provides

The school website contains details of all staff currently employed by the school. The school operates an open door policy and has 2 parent evenings a year and an additional optional parents evening to provide opportunities for parents to discuss the progress of their child.

Children with an Individual Education Plan are encouraged to liaise closely with the school and they are invited to 3 target setting and review meetings yearly.

Parents can discuss their child with the class teacher on a daily basis or at the most mutually convenient time for both parties. The Learning Mentor is available before and after school. The SENCo is available via appointment.

Parents are encouraged to give feedback to the school and formal paperwork is sent out to them prior to review meetings.

Parents are invited into school on Open Days.

Working Together

What the school provides

There is a School's Council for pupils to contribute their own views.

All year groups are represented on the School's Council.

There is a post box for children experiencing emotional or behavioural difficulties to voice their concerns. These are dealt with in a confidential manner by the Learning Mentor (a named member of staff).

Parents can discuss their child at Parent Evenings, Annual Review Meetings and/or Individual Education Plan review meetings. The school encourages close liaison between parents and staff in school.

Elections to the Governing Body are held in the event of a vacancy.

What help and support is available for the family

What the school provides

The SENCo can offer help with forms if this is required. Parents need to contact the school to organise a mutually convenient time.

Some classes, for example Foundation and Year 1 provide a weekly newsletter of up to date information about forthcoming events or general useful information e.g. Timings of Drop In sessions. All classes provide a termly newsletter of important dates and curriculum information.

The school website provides information about all aspects of school life.

Parents can access information about learning, behavioural and medical conditions from the SENCo. If the information is not readily available in school the SENCo or Learning Mentor will signpost parents to the relevant professionals.

Information about Family Support Initiatives is available from the Learning Mentor. The school holds regular E-Safety Workshops for parents to attend.

If a pupil requires a travel plan to get their child to and from school this will be dealt with by the LEA, and the SENCo and Head Teacher if required.

The SENCo supports parents on transition visits to potential secondary schools for their Year 6 child.

Transition to Secondary School

What the school provides

Year 6 pupils visit their forthcoming Secondary School for taster sessions and also secondary teachers from the local schools visit Sherwood to help ease the transition from Year 6 to Year 7.

For children with SEN additional visits are organised by the SENCo. The SENCo will also arrange non prejudicial visits to secondary schools to support children with their choice of school, to best meet their child's needs.

The SENCo liaises closely with local special schools and arranges visits for parents to visit at any time it is thought that their provision may be more appropriate, to meet their child's needs.

The SENCo attends all transition meetings for pre-school children prior to them starting school in September.

The SENCo and/or the Learning Mentor visit the child in their current setting and meet the staff working with the child.

Within school, children with SEN are fully prepared for change.

Extra-Curricular Activities

What the school provides

Sherwood Primary School signposts parents to available before and after school provision.

During the school holidays parents with children with SEN are signposted to the local special school for holiday clubs.

The school offers a range of extra-curricular activities throughout the year. There is no charge for these. The clubs are available to all the pupils in the designated age range, assigned to that activity. Additional support is provided for children who require it.

Residential trips are organised for all Year 5 and 6 children and the activities are tailored to meet the needs of all the children.

Music lessons are provided by peripatetic music teachers. A charge is made for these. The school trains children in Years 5 and 6 to be buddies for the younger children. The buddies encourage the children to play and help to resolve friendship issues at play times.

All classes have 'Circle Time' in which the children explore feelings. The class code of conduct encourages the children to contribute to the class rules/expectations.