



Smithdown Primary School

SEN Report 2015-2016

SEND Report 2015-2016

The Inclusion team:

Mr P. Horne – Head teacher
Miss F. Pickering – Deputy Head teacher
Mrs L. Worthington – Inclusion Manager
Mrs J. Ireland – Family Link Worker

OFSTED March 2014

'All groups of pupils, including those with Special Educational Needs and disabled pupils, those from ethnic minority groups including those who speak English as an additional language make good progress during their time in school from their own individual starting points and achieve well. This is indicative of the schools effective promotion of equal opportunities.'

– OFSTED 2014

Summary of Effectiveness of SEN Provision

'Smithdown Primary School is a happy, inclusive and safe school. There is a promotion of respect and tolerance and a celebration of diversity. The school has a very positive and caring ethos in relation to children with Special Educational Needs and Disabilities and their parents/carers. The school demonstrate very positive attainment for pupils with SEND through its tracking system. The positive impact on pupil outcomes is also shared in a transparent way through the SEN Information report.'

- Inclusion charter Mark 2016

No. of Children on Roll: 297

No. of Children on SEN register: 69

Percentage of children on SEN register: 23%

Types of SEN provided for within Smithdown Primary School

- Within our school a variety of SEN's are provided for, this includes children with physical disabilities, learning difficulties and social, emotional and behavioural difficulties and speech and language difficulties.
- Children with specific learning needs are catered for wherever possible and the school staff work closely with a variety of outside agencies to ensure children and their families are supported.

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?

- Pupil Progress in Reading, Writing and Numeracy is monitored on a half termly cycle. Class teachers share any concerns about pupil progress with Deputy Headteacher and the Inclusion Manager. Appropriate support and/or interventions are then put in place.
- Teachers monitor the success of interventions, judging their effectiveness by the impact on pupil progress.
- If your child is new to Smithdown then progress will be discussed with the previous school.
- If you think your child has special needs and this has not been identified by school, an appointment can be made to see the class teacher, Inclusion Manager and Deputy Headteacher to discuss your child's needs.

How will school staff support my child?

- Learning is supported in all classes by a Learning Support Assistant [LSA] who works closely with the class teacher.
- Personalised and targeted interventions are delivered by trained LSA. Interventions may be daily or 1, 2 or 3 times a week and will vary from 10 to 40 minutes per session.
- The effectiveness of all interventions is monitored by your child's teacher, Inclusion Manager and Deputy Head Teacher.
- The Inclusion Manager reports to school governors termly on SEND matters including the effectiveness of interventions.

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

- Lessons are carefully planned and work is differentiated to meet the needs of all pupils.
- The school recognises that children are all at different levels in their learning and learn in different ways, providing small group and individual support as needed.

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

- The Family Mentor and Play Therapists support pupils around behaviour and emotional need.
- Medicines can be administered to pupils with a written agreement from parents. For long term medical needs a Health Care Plan will be drawn up by the school nurse, in consultation with the parents and school.
- Pupils share their views and ideas through the school council.
- Teachers follow the procedures in the school behaviour policy and keep parents informed at all times if there is an issue with their child.
- School works with outside agencies to support pupils' behaviour and avoid exclusions.

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

- School employs a two trained Play Therapists who work with identified pupils across school to support and develop their social and emotional needs.
- School accesses support from specialist outreach teams for children with learning needs, social, emotional and behavioural difficulties and for those with a diagnosis of Autism Spectrum Disorder.

- With your consent, your child can be referred to an Educational Psychologist, Speech Therapist, Occupational Health Professional and other specialist services if deemed necessary.

What training has the staff supporting children with SEND had or having?

- School has an ongoing programme of staff training, addressing issues around SEND. Training is planned to respond to the needs of the pupils attending Smithdown.
- The Inclusion Manager attends Local Authority Briefing to keep up to date with developments in SEN.
- School can access the expertise of teachers from other schools in the Consortium.
- Teachers, LSAs and lunchtime staff are included in training as appropriate.
- Individual staff members may receive specific training, for example in Speech and Language learning, which develops their professional skills and enables them to deliver effective interventions.

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

- Where possible provision is made for all pupils to access all areas of the curriculum including extra curricular activities.
- Extra support is put in place to support pupils on school trips and in outside learning situations.
- A thorough risk assessment is made for all trips and residential.

How accessible is the school?

- The school is accessible for wheelchair users, there are ramps to get onto and off the playgrounds, 2 disabled toilets and a lift in order to access the 1st floor of the school
- School employs an LSA who speaks Arabic. She supports learning in EYFS but also interprets and translates for parents and acts as a link with the local community when needed.

How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

- Parents of children joining Nursery or Reception classes are invited into school for information meetings.
- Home visits are made for all new starters in Reception and Nursery.
- Year 6 pupils prepare for transition to high school during the summer term, including visits and taster days. School may decide to draw up a personalised transition plan to ensure that your child has a smooth transition.
- School Inclusion Manager meets with SENCo's of the Secondary schools to share details of pupils' SEND and share relevant paperwork including assessments.
- School Inclusion Manager meets with the SEN link worker from Nursery settings to support children with the transition from Nursery to Reception. When needed support from SENISS is requested and a transition plan is put in place.
- When children join our school at anytime throughout the year parents are asked to complete a questionnaire about their child detailing any need they may have. This information is then shared with the Inclusion Manager and class teacher.

How are the school's resources allocated and matched to a child's special needs?

- Resources are allocated to promote learning for all pupils and targeted to meet the needs of pupils on the SEN Register.
- Resources are finite and are allocated to need.
- School aims to ensure that staff are qualified and trained to support all pupils and finances specialist help as needed.

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

- Pupil Progress Meetings are held half termly when class teachers, Inclusion Manager and the Deputy Headteacher to discuss appropriate support and intervention for pupils who are not making expected progress.
- We adopt a graduated response to meeting pupils' needs.
- The impact of interventions is monitored closely.
- If an intervention is put in place you will be informed about this.
- At the end of any intervention the class teacher and LSA will review its impact with the Inclusion Manager.

How are parents involved in the school? How can I be involved?

- Parents are invited to termly 'Stay and Learn Sessions' in Nursery, Reception.
- Parent and Toddler sessions are run by our Family Mentor on a weekly basis.
- Parents are welcome to attend ESOL courses delivered by outside agencies at the school
- Parenting courses such as Parenting Puzzle and FAST are delivered by our Family Mentor
- Build a Bridge of Books - a course for parents to help engage children in a book
- SEND parent drop in sessions are held each month.
- Parents' Evenings are held termly.
- Parent workshops are offered. Recent workshops have covered Supporting Your Child With Reading, Phonics, School Calculation Methods.

Who can I contact for further information?

- If you require more information about our school please go to our school website : www.smithdownprimary.com
- If you would like to talk to a member of staff please contact your child's teacher, the Inclusion Manager or the Head Teacher on 0151 709 6229

Evaluating Effective provision.

- Monitoring progress is an integral part of teaching and leadership at Smithdown Primary
- We follow the Assess, Plan, Do, Review Model of supporting pupils with SEN and ensure parents are involved in each step.
- Provision and interventions are reviewed within school on a regular basis to ensure their effectiveness.
- All class teachers evaluate their own teaching and make changes wherever they feel it is necessary.
- The Inclusion Manager gathers the impact data of interventions, to ensure that we are only using interventions that work.

- If provision/interventions are not thought to be working or need amending school staff will alter accordingly.
- Provision for children with SEN is regularly reviewed by class teachers, the Inclusion Manager, Deputy Headteacher and the Head teacher, outside agencies are also involved.
- Parents are kept fully informed of any developments and are invited into school throughout the year to talk with staff about children's progress, review current targets and set new targets.
- Our school data is also monitored by the Local Authority and OFSTED.