

Smithdown Primary School

SEN Report 2019-2020

SEND Report 2019-2020

**The Inclusion team:**

Mr P. Horne – Head teacher

Mrs L.Dickson – Deputy Head teacher

Mrs K.Ridley- Assistant Headteacher

Mrs L. Worthington – Inclusion Manager

Mrs J. Ireland – Family Link Worker

OFSTED May 2018

*‘*You have created a highly inclusive learning environment in which everyone is valued and diversity is celebrated. Your pupils, who between them speak 43 different languages in addition to English, feel warmly welcomed and secure in school. Pupils told me that in their school nobody is left out. Parents agree and typically comment that they are ‘delighted with the friendly, supportive and safe environment’ in school. In another example, parents note that ‘staff know how to find a common language with different children’. The strong culture of high expectations and excellence in teaching and learning ensures that the individual needs of pupils are well known and that they are supported effectively. As a result, most pupils do extremely well.

OFSTED May 2018

**‘The highly skilled pastoral team swiftly identifies the support needed for pupils and their families who join school mid-way through the academic year. Frequently, the families have faced significant trauma and instability and pupils have experienced long periods without attending school. Well-designed support systems help pupils and families to assimilate quickly into life in the community and the school.**

**No. of Children on Roll: 412 (Jan 2020)**

**No. of Children on SEN register: 97**

**Percentage of children on SEN register: 24%**

**Types of SEN provided for within Smithdown Primary School**

* Within our school a variety of Special Educational Needs 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 external agencies to ensure children and their families are supported. We pride ourselves on supporting the whole family not just the child.

**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 or 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 LSAs
* Some classes (Year 3, 5 and 6) are split and have two or three class teachers working with the children
* Interventions may be daily or 1, 2 or 3 times a week and will vary from 10 to 40 minutes per session. Interventions can be fluid so that your child is not missing the same part of the curriculum every week
* The effectiveness of all interventions is monitored by your child’s teacher, Inclusion Manager and Assessment co ordinator.
* The Inclusion Manager reports to school governors termly on SEND matters including the effectiveness of interventions, this can be an informal discussion with the SEN governor or in a full governor meeting.

**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?**

* Smithdown has three Play Therapists on site who work with identified pupils across school to support and develop their social and emotional needs.
* School have a service level agreement with SENISS who are in school every Monday morning. This specialist teacher can advised parents, teachers or staff, carry out dyslexia assessments, literacy or numeracy assessments or bespoke assessments tailored for your child.
* The Family Mentor, Inclusion Manager and EYFS LSA are qualified in Mental Health First Aid.
* The Family mentor has completed her counselling course and will work with children every Monday.
* 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.
* We have continued professional Development for our staff.

**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 examples of this are Precision Teaching, Lego Therapy, Talk Boost.
* 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.
* If necessary your child may have an individual Risk Assessment.

**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 has a service agreement with a translation company who provide interpreters for meetings, telephone calls.
* School also employs an EAL outreach teacher who works with children who are learning English as an Additional Language and will also translate for us.

**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.
* 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.
* Parents are encouraged to look around the school prior to their children joining Smithdown and discuss any concerns they may have.
* The Inclusion Manager will accompany parents and children when looking at particular secondary schools. She will then liase with the Year 7 Head of Year to ensure that the school are aware of the child additional needs and put an appropriate transition plan in place.

**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 finance 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 Assessment Co ordinator 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 and reviewed.
* 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 Family Connect are delivered by our Family Mentor
* Build a Bridge of Books - a course for parents to help engage children in a book
* Parents’ Evenings are held termly.
* Parent workshops are offered. Recent workshops have covered Supporting Your Child With Reading, Phonics, Maths workshops.
* The Inclusion Manager has recently set up a parent focus group, this is to obtain the views of parents on different topics so that the school can evaluate and devise a strategy if needed.
* CAMHS provide a parental workshop at least once every academic year.
* The ASD training team have a drop in advisory session held in School (March 2020)

**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 through monitoring the delivery and LSA assessment and feedback, 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.