



Sneyd Green Primary School

Special Educational Needs Information Report

"Together we make a difference."

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How does the school know if children need extra help?

What should I do if I think my child may have special educational needs?

<i>Children new to Sneyd Green Primary School who may need extra help.</i>	<i>Current pupils who may need extra help.</i>
<p><i>Children on entry to school in Nursery have home visits where the parent will inform staff of any external agencies who are or have been involved with their child. They will discuss any concerns that they may have about their child's development, abilities and additional needs if appropriate.</i></p> <p><i>The Early Years Forum contact the school and arrange a multi agency transition meeting for any children known to them who have additional needs</i></p> <p><i>Private day nurseries support the integration of children with additional needs into the school setting.</i></p> <p><i>Previous schools / settings pass on information for new children with additional needs in older age groups, meetings between the two settings are conducted if required.</i></p>	<p><i>All children have access to a full and differentiated wide reaching curriculum and good quality classroom teaching.</i></p> <p><i>Progress is carefully monitored half termly and appropriate individualised targets set for all children termly. If children are making little progress and not meeting their targets class teachers will inform parents and speak with the SEN team within school for advice. Children will be placed in intervention groups, within the classroom, to receive extra support for 6-12 weeks. If the child continues making less than expected progress a meeting is held between the class teacher, parent and SENCO to discuss the next steps for the child, which may result in forming an Intervention+ plan (containing individual targets for the child) and being placed on the schools register for children with SEND.</i></p> <p><i>Children may have or develop additional needs which may impact on their ability to access daily school activities. Each child is an individual and will be treated as such with pupil passports and accessibility planning ensuring that the child is fully included in school life.</i></p>

What do I do if I have any concerns or worries about my child?

- *Parents may initially raise any concerns they have about their child's progress or needs with their child's class teacher.*
- *Teachers will discuss concerns with the parents, Phase Leader and SENCO if it is appropriate.*
- *Parents may request to meet with the SENCO to discuss their concerns.*

How will school support my child?



If a child needs extra support because they are making less than expected progress you will have a meeting with your child's teacher and they will be involved in some small group work (intervention group) and individual targets will be set. They will be closely monitored, your child's teacher will keep in touch with you to let you know how they are progressing and what the next steps will be when the course of intervention is finished. If your child needs more intensive support (intervention +) they will have an "Inclusion Plan" and a more finely tuned program with further specific targets. They will be involved in group work out of the classroom and will also often have extra support from other professionals such as Educational Psychology or Speech and Language Therapy etc. They will be on the school register for children with Special Educational Needs (SEN). You will be kept fully informed of your child's progress and have frequent meetings in school with your child's teacher and/or the SENCO (Special Educational Needs Coordinator) who will let you know what you can do at home to support your child.

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

Children (and parents) are consulted about new areas of learning and their previous knowledge, interests and hobbies are taken into account by teachers when planning an engaging and exciting curriculum. All lessons are differentiated to suit the needs and abilities of the children within the class. Practical resources to support the lessons are carefully chosen and new vocabulary is discussed and displayed with visual prompts wherever possible. Further individual differentiation and changes to the curriculum may sometimes be required for some pupils.



How will both you and I know how my child is doing and how will you help me to support my child's learning?



At Sneyd Green Primary children's progress is tracked every half term. Parents are formally informed termly of progress and achievements by report and targets are set. Individual long term targets are set for all children from their starting point. Parents of children on the SEN register have at least three focussed meetings per year with staff to review interventions, track progress and agree new interventions if appropriate. Parents are encouraged to speak with staff should they feel the need and individual arrangements are made for pupils when more parental contact is required. School holds regular parents information evenings relating to the teaching strategies that are used in school and open lessons where parents are invited to experience sample lessons with their child. Staff are always willing to chat with parents about ways they can support their child at home and we hold a half term "parents' forum" a consultation group regarding strategies and school issues.

Special Educational Needs

What kinds of SEN does Sneyd Green Primary School provide for?	<p>Communication and interaction difficulties</p> <p>Cognition and learning difficulties</p> <p>Social emotional and mental health difficulties</p> <p>Sensory and / or physical needs</p>
How are the school's resources allocated and matched to children's special educational needs?	<p>Resources are allocated to pupils following advice from involved agencies and attributed to need. Provision mapping ensures that children receive appropriate support and that staffing levels respond to the needs of the children. Accessibility planning ensures that children are fully included into school life and resources are purchased to support this at an individual level where appropriate. Staff training is matched to the needs of the children.</p>
How is the decision made about what type and how much support my child will receive?	<p>Sneyd Green Primary School works closely with SEND services and Educational Psychology and acts on advice given according to programmes and support to be offered to children. This is personal to the child and support and time allocated will differ according to need.</p> <p>If school is not able to meet the needs of the child a full assessment may be requested from the Local Authority which may result in the child receiving an Education Health and Care Plan (EHC Plan) to support them further. School will receive funding to further support the child and parents will be consulted regarding a personal budget for their child.</p>
How are children with SEN consulted about their learning and progress?	<p>All children will have a termly "assertive mentoring" meeting s. where they meet with a key member of staff who tracks their progress. At these meetings children will be able to comment on successes and difficulties and staff will support them by making suggestions for their next steps. Children with more complex needs will meet with a key worker and complete a "Inclusion Plan" an information and communication tool to support them in the classroom and wider school life.</p>
How are parents involved in the school? How can I be involved?	<p>Parents are encouraged to be fully involved in their child's school experience, through attending meetings, supporting homework tasks, completing consultations and attending open days. Staff expect parents to attend all progress meetings and will make appropriate arrangements to meet with parents at mutually convenient times if planned parent's evenings are not appropriate. We also have an active parents' forum who meet termly to discuss key issues.</p>
How will the school enable my child to take part in all activities with their classmates.	<p>Children's needs will be assessed and considered with regard to the activity (in school time or as an extra-curricular club). We will endeavour to make reasonable adjustments to encourage participation. Where required operation plans and care plans will be formed with parents, alongside risk assessments to provide support for the activity.</p>

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

Sneyd Green Primary is a nurturing school, we have a strong and approachable Pastoral Team who have an open door policy and provide support to all children and parents in a variety of circumstances. The emotional, mental and social development of children is central to the work of this team.



Sneyd Green Primary has a clear behaviour management policy and anti-bullying policy. High standards of behaviour and conduct supported by the schools S.A.F.E expectations are central to children feeling secure and happy in school

Personal care plans and operational plans are formed through multi agency collaboration for children requiring medical intervention or support for personal care. Staff are trained according to need.

Attendance at Sneyd Green Primary is good. The school uses a traffic light system in each classroom to highlight good attenders. Assertive Mentoring interviews with pupils are held termly and attendance is discussed with pupils and strategies, if needed, are put into place to support.

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

Sneyd Green Primary School works closely with educational and health support services where appropriate to support children's learning and wellbeing. Available services include SEND Services, Educational Psychology, CAMHS, Social Care, Educational Welfare Officer Health Services, Speech Therapy, Occupational Therapy, Physiotherapy, EWO, School Counselling Service, School Nurse etc. Our Pastoral Team is able to signpost parents and children to these supportive partners.

What training have the staff supporting children with SEND had?

2014-2015

Deaf Awareness, Further Clicker 6, Advice Writers Workshop, Rapid maths, MAPPA training, Raise online, Dyslexia Awareness, From Oral to Written Narrative, Safeguarding

2015-2016

Deaf awareness refresher, Inference training, Autism and sensory processing, Attachment and Trauma, SEN and Quality first teaching, Cued articulation, Switch on to Literacy, Speed Up, Autism Awareness.

2016-2017

ASD Awareness, Reception Nuffield, Numicon, CAMHS Health Watch, Introduction to teaching vocabulary, Supporting children with little English, Diabetes awareness, Strategies to support children with SLCN, Comic strip conversations and Social Stories, Ensuring Inclusive Practise, Dyslexia,

Pre 2014 s How to be an effective SEN TA, Dyslexia friendly schools, TEACCH station development, Makaton, Write Dance, Raise on Line, Whole school approach to improving access, participation and achievement, Assessment for All, Supporting Reading, Educational attachment and trauma, Phonics and Early Literacy, Cued Articulation, PECS (Pictorial Communication), Better Reading, Child Protection and Safeguarding, Talking Partners, Selective Mutism, Wave 3 strategies to support Literacy development, Clicker-6, Teaching maths through games, SA resources and strategies to support SLCN pupils, CAMHS training

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

- Risk assessment are compiled for all school activities off site. Reasonable adjustments are taken to ensure that children can participate in trips and off site activities. Meetings with parents are held if appropriate to plan the trip and highlight any implications for their child.

How accessible is the school environment?

- Sneyd Green Primary School is made up of several buildings, all are wheelchair accessible. There is a disabled toilet available in the upper Key Stage 2 block. Appropriate resources to support the additional needs of pupils are purchased in response to advice given by appropriate involved agencies on an individual basis.
- When required to support families with English as an additional language interpreters may be invited to attend meetings and literature may be translated.

(Please also see the schools Accessibility Plan on the website)

What facilities are there for children who are looked after by the LA and have SEN.

Children with SEN who attend Sneyd Green Primary School and are looked after by the LA have the same rights and opportunities as their classmates.

How will Sneyd Green Primary School prepare and support my child to join the school or the next stage of education?

<p><i>On entry to Foundation Stage (Nursery and Reception)</i></p>	<p>Home visits will be done so that your child meets their teacher in their own environment. Carefully planned stay and play sessions will be offered to you the summer before your child starts in school. Children will begin school in September on a staged transition. Individual plans will be made for children who find coming to school tricky.</p>
<p><i>Annual transition</i></p>	<p>Each year in the summer term all children will spend time with their new teacher completing activities to prepare them for the start of the new school year. Wherever possible individual arrangement will be made for those children who find change difficult.</p>
<p><i>Key Stage 3 (High School) transition</i></p>	<p>Year 7 staff come into school at various points during the school year to work with the children on various topics and give them a "taster" of what's on offer at the various high schools. Formal transition arrangements led by the high schools are organised during summer term. Further transitional support packages are made according to the needs of individual pupils and groups with additional needs.</p>
<p><i>Transition to other settings</i></p>	<p>Where children are due to move to other educational settings eg Special Education - individual transition plans are made with the child, parents and both schools. Where children move schools, Sneyd Green ensures that records are promptly provided for the receiving school.</p>

What do I do if I'm not happy about something and wish to make a complaint?

If there are any concerns we encourage parents to approach the class teacher in the first instance. A response from the class teacher, the SENCO or the head teacher (as appropriate) will be made as soon as possible. If a formal complaint to the Governors is needed correspondence should be addressed to Mr D Walley - Chair of Governors. Please see more details on the schools Complaints Policy which can be found on the school website or available from the school office.

Which other services can I contact with regards to my child's Special Needs?

SEND Information, Advice & Support Service (SENDIASS) Tel: (01782) 234701 or 234847 E-mail: iasfstoke.gov.uk Web: www.sendiass-stoke.co.uk	Stoke-on-Trent Safeguarding Children Board Tel: (01782) 235100 E-mail: fishfstoke.gov.uk Web: www.safeguardingchildren.stoke.gov.uk/ccm/portal/	Special Educational Needs Assessment and Monitoring Service (SENMAS) Tel: (01782) 232740 Web: brian.hepburnfstoke.gov.uk
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Find out more about what is on offer to children with Special Educational Needs (SEN) locally at:

www.stoke.gov.uk

Direct address:

<http://www.stoke.gov.uk/ccm/navigation/education/special-educational-needs/local-offer/>

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