

Clee Hill Community Academy Special Educational Needs and or Disability (SEND) Information and Policy Report



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| Author | Sian Pugh |
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Introduction/Overview

Clee Hill Community Academy currently has 122 pupils on roll. We have six classes, including the Nursery setting (five of which are mixed age). We are an inclusive school that nurtures and supports all children to reach their potential and grow in confidence to become enthusiastic life- long learners who take an active part in their local communities. We offer skilled sensitive support to children with additional needs and our recent SEN inspections judge our school to be good.

People who support children with special educational needs and/or disabilities at Clee Hill Community Academy

SENCO (Special Educational Needs Coordinator) - Sian Pugh - is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Ensuring that you are involved in supporting your child's learning, kept informed about the support that your child is getting, involved in reviewing their progress and part of planning next steps in their learning.
- Liaising with all the other agencies that come into school to help your child; such as The Speech and Language Therapy Service (SALT), Occupational Therapist (OT), Educational Psychologist (EP), Sensory Inclusion Service (SIS), Education Welfare Officer (EWO), Learning Support Advisory Service (LSAT), School Nurse, Woodlands Outreach, Children and Adolescent Mental Health Services.
- Updating and monitoring your child's needs; recording programmes and interventions. (This ensures that all the special educational, physical and sensory needs of your child are known and understood.)
- Providing specialist support for teachers and support staff in the schools so they can help your child to achieve their potential.
- Supporting your child's teachers to write Learning targets to enable your child to achieve.

- Organising training for staff so they are aware and are confident about how to meet the needs of your child and others within the school.
- Monitoring staff delivering additional support programmes and interventions.
- Meeting with the SEN Governor each term to keep them up to date with developments in SEND and the progress of the children.

Class teachers are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (such as targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing learning targets and sharing and discussing these with parents at least once a term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments needs to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so that 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 children that they teach with SEND.

Teaching Assistants/Special Support Assistants

- They are responsible for completing additional intervention programmes and supporting your child within the classroom under the direction of the class teacher and/or SENCO.
- They are responsible for monitoring the daily support that your child receives to ensure they receive the support at stated within their targets/provision map.
- They are responsible for giving regular feedback to the class teacher and/or SENCO regarding your child.
- Teaching assistants will also give additional pastoral support and welcome dialogue with you about your child.

The Head teacher - Ceri Little - is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs (SEN) and or disabilities.
- Monitoring the support your child is getting.
- Liaising with all the other people who may be coming into school to help support your child's needs eg. Educational Psychology, Speech and Language Therapy etc.
- Monitoring training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

- Providing specialist support for teachers and support staff in school so they can help pupils with SEND in the school to achieve their potential.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor – Dominique Pugh – is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and /or disabilities.
- Making visits to understand and monitor the support given to children with SEND in school and being part of the process to ensure your child achieves his/her potential in school.

How we consult with Parents and Carers of pupils with Special Educational Needs

- The class teachers are 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 discuss the progress of your child or any concerns you may have.
- Parent Partnership Service (PPS) is available to meet with you to discuss your child's progress or any concerns/worries you may have. There is a PPS in every authority. You can access further details for the National Parent Partnership Network website.
- Each term the Individual Education Plan will be reviewed and shared with you.
- All information about additional support that your child receives will be discussed with you and referrals for specialist support will be made with your consent.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We hold an open door policy so all parents and carers can talk to their class teachers at the start or end of the day.

How we consult with our pupils with Special Education Needs

- The teachers and teaching assistants discuss the targets on the Individual Education Plan with the children to make them aware of what they need to work on,
- The children are encouraged to actively participate on working on their targets during class in collaboration with the teacher and teaching assistant. .
- We work with the children to help them recognise how they learn best and what motivates them to learn.
- Each child creates a one page profile with the support of the SENCO.
- Older children are encouraged to join in with their annual review meetings to share their contributions.

How we support our pupils at times of transition

When children enter the school

- The SENCO and class teacher will visit any pre-school settings that your child attends prior to them starting school.
- The SENCO and class teacher will liaise closely with the pre-school setting and any additional agencies that have been involved with your child.
- An individual induction plan will be developed and any adaptations to the school day or environment will be made.
- Staff will give you time to talk about your child and involve you in their learning so that they can get to know you and your child and give all the support that they can.

When moving classes within the schools

- The SENCO and your child's class teacher will meet with their new teacher to discuss fully the needs of your child and to set future targets.
- Your child will be consulted about any issues or concerns they may have about moving class.
- The teaching assistant will already be fully informed about the needs and targets of your child.
- You will have an opportunity to meet with their new class teacher and the SENCO to discuss any concerns or issues you may have regarding the transition.

In Year 6

- The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Planned induction visits to secondary schools will be set for all children in Year 6, but additional visits will be arranged for children with SEN.
- A special induction programme is carried out for children with specific needs. This programme includes additional visits for your child with their teaching assistant, meeting and taking photographs of key adults at the secondary school and additional meetings for parents.
- The secondary SENCO will be invited to any Year 5 and Year 6 annual review meetings.

How do we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Up to date access plan - disabled access, disabled toilet facilities etc
- We buy resources to support children where necessary, based on our knowledge of your child, our experience or on advice from outside agencies eg writing slopes, wobble cushions, bean bags, computer software etc.
- We provide or access specialist training for staff.
- Classrooms are well resourced and discussions between teachers, teaching assistants and the SENCO highlight any additional resources that need to be obtained in order to meet your child's needs.
- We follow advice from outside agencies and purchase any additional specialist equipment or programmes.

- Children receive: - small group work support within the classroom from the class teacher/teaching assistant, 1:1 support from allocated teaching assistant as appropriate, small group work/1:1 from teacher of specific needs, small group/1:1 support from voluntary teacher.
- Differentiated tasks are planned within the classroom.
- Implementation of specially tailored support strategies and programmes as devised by an Educational Psychologist, occupational therapist or speech therapist.