



## **SEN Information Report**

Updated: February 2020

## Assess

At The Village Primary school we use formal and informal assessment to identify children's next steps and gaps in learning.

[More information](#)

## Plan

In partnership with parents, carers and other professionals we plan how to support the children's individual needs.

[More information](#)

## Review

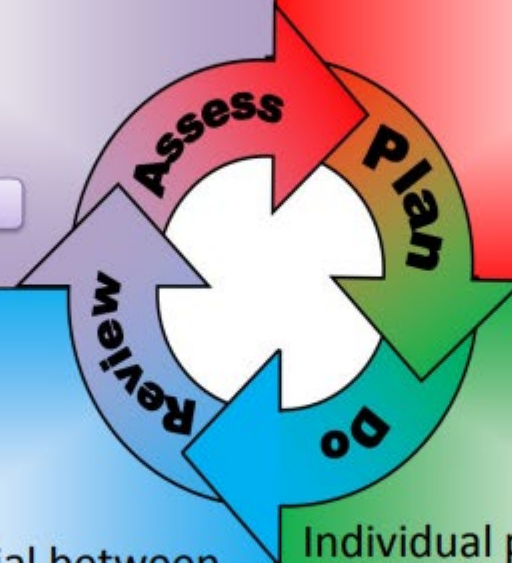
Regular communication is essential between anyone with knowledge of the child to review the child's progress and next steps.

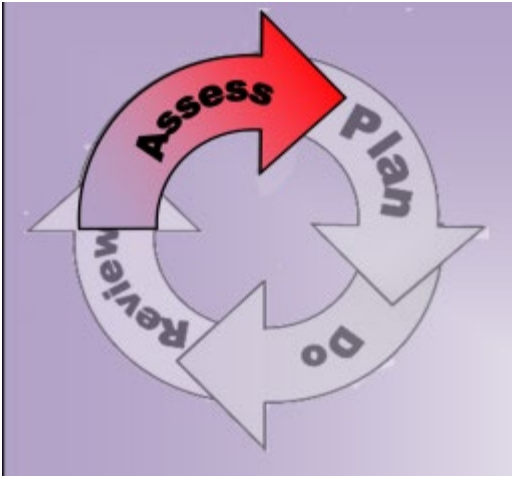
[More information](#)

## Do

Individual provision is made in partnership with any adults involved with the child inside school, the family and extra services.

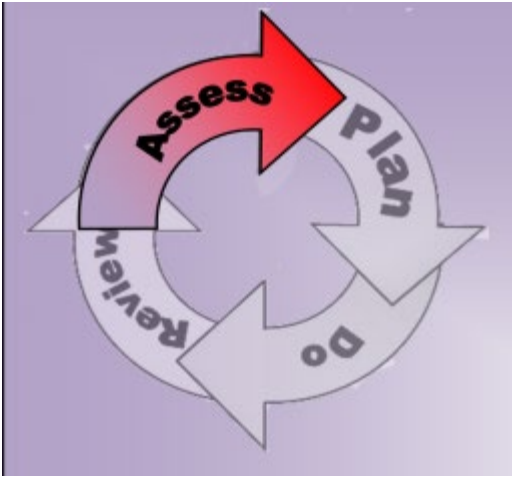
[More information](#)





At Village Primary school we strive to provide quality first teaching with differentiation for all children whatever their ability. This provision includes:

- Consistency and continuity of expectations throughout school.
- Classrooms that are well organised, labelled and resources to support learning accessible.
- A range of high quality, multisensory resources to support children and their learning.
- Reflective teachers, who plan, deliver, review and assess well differentiated lessons that cater for a variety of learning styles.
- Teaching assistants, that under teacher's guidance support whole class teacher, group work or deliver differentiated activities.
- A range of CPD (continuous professional development i.e. training) opportunities for all staff to ensure all adults working with children have up-to-date knowledge, training and relevant qualifications for the presenting needs in school.
- Where appropriate, children will be involved in all discussion relating to decisions around their learning and needs.



Through our school assessment it may be identified that a child with SEND may need adapted arrangements when it comes to formal assessments such as KS2 SAT's i.e. extra time.

If this applies to your child this will be discussed with you at the beginning of the relevant year.

Should you find you feel your child's SEND issues are not being dealt with in a way you deem appropriate, after speaking to Mrs Richardson and Mrs Park, you have every right to make a complaint.

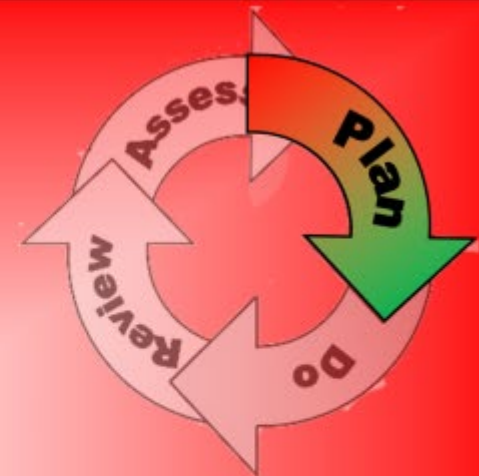
These concerns can be sent to the Schools chair of Governor Mrs J. Hughes care of (c/o) The Village Primary School.

Stockton has a service called SENDIASS that offer independent advice and support to parents/carers of children with SEND.

A copy of the schools SEND policy can be found on the schools website.

A link to what Stockton local authority offer SEND children and families (The Local Offer) can be found **here**.

Where it is decided to provide SEND support, the relevant class teacher and the SENCO will agree, in consultation with the parent, the outcomes we are seeking for the child, the resources, interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. This will be detailed on an Individual Education Plan (IEP). Plans will take into account the views of the child.



SEND is divided into 4 different areas. Some children may have needs in more than one area.

The following links give a definition directly taken from the SEN Code of practice and information about the additional support we offer a child under each area of need.

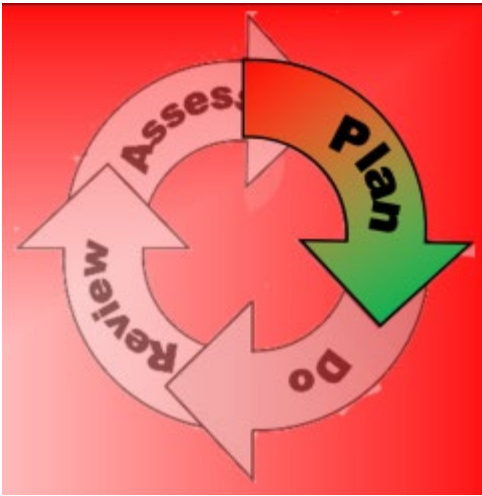
[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental Health Difficulties](#)

[Sensory and/or Physical Needs](#)

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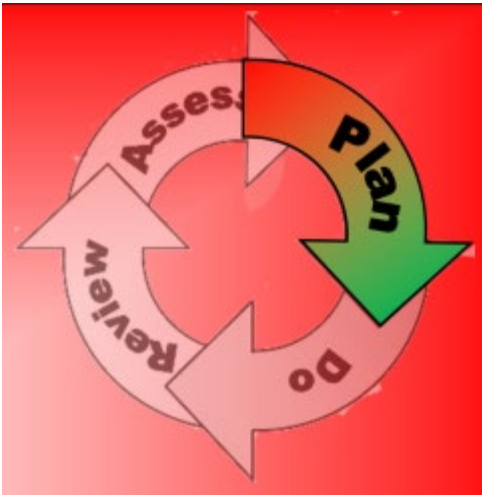


## Communication and Interaction

“Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they do not understand or use social rules of communication.”

To support these children in school we:

- Run BLAST, an early speech intervention, in the Nursery and Reception class.
- Early Talk Boost
- Use visual timetables and visual and non-communication cues to communicate instructions.
- Use technology to support communication.
- Careful planning of transitions between each year group and the use of transition guarantees between key stages.
- School employs a speech and language technician (SaLT). Any child identified with speech issues will be discussed with the SENCO, who can draw on the SaLT’s knowledge, experience and then referred to SaLT if this is deemed appropriate.

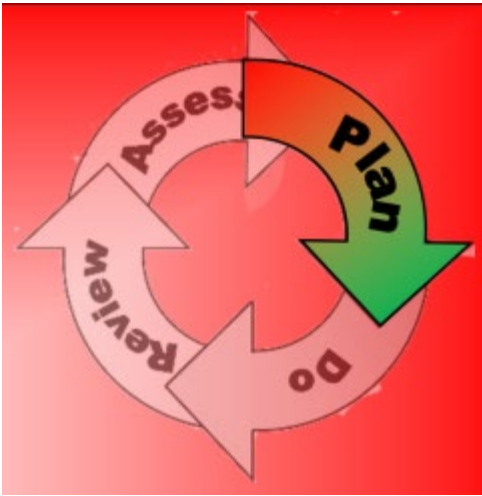


## Cognition and Learning

“Cognition and learning means a child learns at a slower pace than their peers, even with appropriate differentiation. This may be due to a specific issue such as dyslexia, dyscalculia or dyspraxia.”

To support children in school we use:

- Increased access to small group support or 1:1 work.
- Flexible groupings.
- A range of regular, individualised interventions
- Resources to aid and support learning that include - highlighter strips, alphabet arcs, magnetic letters, personal word mats, reduced spelling lists, audio Books – Fast Lane, Roll n’ Write letters, appropriate level letter/word cards for desk, differentiated number lines/tracks/100 squares, pencil grips, triangular pencils, thicker pencils/pens, shaped pens specific to left and right handed children, tactile letters (squidgy letters), memory joggers b and d confusion etc.
- Adaption’s made to assessments to enable access e.g. reader, scribe or modified text.
- Frequent repetition and reinforcement of key skills through practical, multisensory resources and activities.
- The curriculum is planned, modified and delivered to cater for a range of different learning styles.



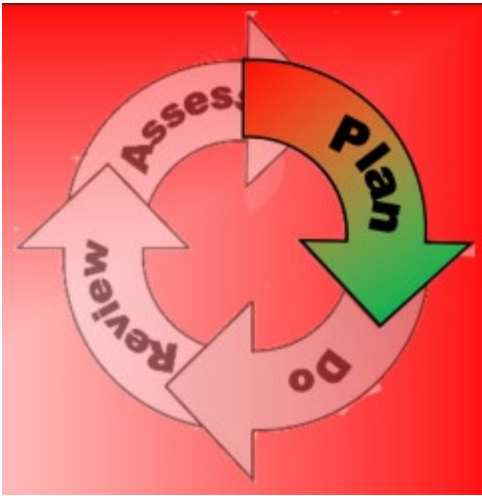
## Social, Emotional and Mental Health

“Children and young people may experience a wide range of social and emotional difficulties which show themselves in many ways. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”

To support children in school we use:

- Positive staff relationships and links so that children have a key person to talk to who is familiar with the issues around the child.
- Circle time/PSHCE opportunities in each classroom.
- A Parent Support Advisor (PSA), Mr Dixon, who works with children and families to address some issues that may impact on a child such as attendance.
- The PSA works alongside Attendance Welfare if a child’s attendance drops below an acceptable level and may look at solutions to correct this.
- The SENDCO has regular contact with a children and adolescents mental health worker (CAMH’s) who can identify further assessment, work and support that can be provided for staff of children and families to support needs.
- Referrals can also be made to Alliance, Harbour, the behaviour improvement team and Forget Me Not for access to other services for differing issues such as bereavement counselling.
- The SENCO can also contact the on call Nurse to ask for advice relating to health issues.





## Sensory and Physical

“Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.”

To support children in school we use:

- The school building is fully accessible for children who have physical needs i.e. a wheelchair as we have ramps, no steps and wheelchair accessible toilets with relevant adaptations.
- Village Primary School is fully inclusive and reflective school. Should a pupil with additional sensory and/or physical needs be welcomed into our school community strong relationships would be built and advice sought from specialists i.e. occupational therapists, physiotherapists etc.
- We would also strive to adapt the curriculum to enable full access e.g. alternative recording devices, modified curriculum.

At the Village Primary school we believe that:

## 'All teachers are teachers of SEN'

(DfES, 2001; House of Commons, 2006; Lamb, 2009)

Because of this we ensure that all children regardless of their ability get first quality teaching delivered by teachers and supported by teaching assistants.

- When a child is placed on the school SEN register, whatever their need or ability the class teacher is still the main person responsible for planning, delivering, reviewing and assessing that child's learning regardless of whom else may be involved in additional provision.
- The SENCO will support teachers and teaching assistants with the whole graduated approach of assessing, planning, delivering and reviewing. They will also liaise between outside agencies and the classroom teachers to pass on advice, guidance and information.

The SENCO will also have, working alongside senior leaders, an overview of staff strengths, interests and training experience and needs to match to individual children's needs when implementing and delivering interventions.



It can be a daunting and anxious time when talking about your child having special needs and it can mean the involvement of a range of extra professionals. The school SENDCO, where appropriate would be available to meet alongside these people and talk through before and/or after the implications of what was said and also pass the information on to other adults involved with the child.

The people your child or self may come into contact with from outside of school are:

- School Nurse
- Specialist learning teacher
- Speech and language therapist
- Behaviour improvement team
- CAMH's worker (children and adolescent mental health).
- Parent partnership
- Educational psychologist
- TAMH's/Alliance

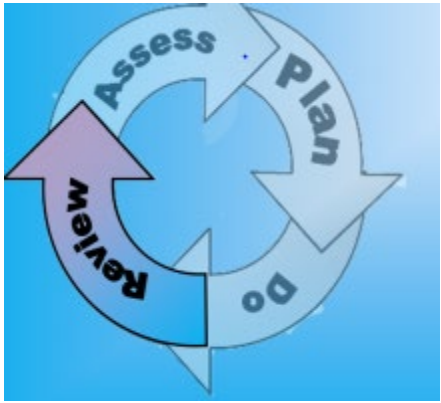
Most of the above services meet in school with the parent/carer first for your valuable input into your views of your child's strengths and further needs.





As parents you will be kept informed, by your child's class teacher or the SENDCO, of what is going on in school in the following different ways:

- Face to face conversations
- Phone calls
- Meetings to review and share IEP's.
- Parents meeting
- And any other meeting that may be held to update or discuss your child
- If your child has an Education Health Care plan (previously called a Statement of Special Needs) there is an annual review that will be held.
  
- You are always welcome to arrange a meeting with your child's classroom teacher or the SENCO Mrs Richardson. The best way to do this is ring the school on 01642 676768 to arrange a mutually agreeable time for yourself and the member of staff you wish to speak to.
- Potentially there could be several people working with your child at any one time. To keep track of all the major communication any meeting, phone call or report about your child is kept in their own individual SEN file and each file has a communication log which allows The SENCO to keep up to date with the most current information.



The staff at Village Primary School are reflective and proactive professionals who review learning on often a lesson by lesson basis. Children with SEN need small, achievable targets to ensure they feel successful.

The active reviewing of targets and learning can be seen in:

- The marking of children's work in books
- Children are encouraged to reflect and respond to the marking and therefore become involved in their progress.
- IEP's are regularly annotated by all staff working with that child to ensure that things that are working, as well as areas of concern are noted for all to see.
- The majority of the interventions have a clear entry and exit criteria and so progress is measurable at the end of the intervention.
- Senior leaders require an update of children's levels every term which will draw on IEP's and the intervention data so in effect children's learning is being reviewed every term.
- Where required this will lead to adaption's or amendments to the provision being provided to individual children and again will be noted on the child's IEP.
- The IEP's will then be reviewed and updated each term by the class teacher and in conjunction with the SENCO, child and parent/carer.
- At the end of each school year your child will receive a school report identifying things they have achieved and the next steps in their learning