

Special Educational Needs Information Report

At Romsey Abbey Primary School we strive to support all children to enable them to achieve their best at school. In order to do this many steps are taken to support them through their learning journey. High Quality teaching is vital; however, for some children there are occasions when further targeted additional support may be needed to help them achieve age related expectations.

Roles & Responsibilities of the special Needs Co-ordinator (SENDCo).

Our SENDCo in conjunction with the Head Teacher is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEND matters do not hesitate to contact us.

There are many SEND terms that are abbreviated which can lead to confusion. See attached Appendix 1 for a glossary of the most used SEND terms.

Below are Romsey Abbey Primary School's responses to the questions.

1. What kind of provision is made at the school?

As a mainstream school we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, attendance, home context, age and maturity. We understand that many pupils, at some time in their school career, may experience barriers which affect their learning, and these may be long or short term. Depending on the needs of your child, many strategies to support learning will be used, these include:

- ❖ **High quality teaching** – All of our teachers have the highest expectations for the children in their care. Together with the SENDCo and Headteacher teachers will carefully assess your child's abilities and highlight any areas of progress which are of concern. As a team we will plan engaging lessons which are fully differentiated to cater for all pupils in the class. We will monitor and review your child's progress regularly and provide additional support if necessary.
- ❖ Teachers remain responsible for all children in their class even if they are having support from a Teaching Assistant (TA). Teachers and TAs work with different groups and individuals at different times so that all children have time with the class teacher.
- ❖ **TA class support** – A TA may work with a group of children during an input/task to help them understand/extend their thinking so that they can access the work. This could be for the whole lesson or in small sections in between independent work. They may also provide some pre teaching (prior to the lesson) so children have already had experience of the learning in a smaller group and are more confident to give it a go with their peers.
- ❖ **1:1 and small group interventions** are decided by teachers and the SENDCo and administered by TAs. The decision about what level of support your child will receive will be made by the class teacher, SENDCo and Head teacher. Parents are welcome to contact the school in addition to parents' evenings, to discuss the support your child receives and any concerns you may or may not have.
- ❖ We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. For many young children we use a range of strategies to help them understand how to be an effective

learner. We predominantly use praise to motivate and encourage learners. At times, we may need to provide targeted support which may include the use of ELSA sessions, social stories or additional nurture sessions.

Romsey Abbey Primary School sees inclusion of children identified as having special educational needs and disabilities as a core part of our school values, and we aim to model inclusion in our staffing policies, relationships with families and the wider community.

2. How does Romsey Abbey Primary School know if children need extra help?

We know when pupils need help if:

- ❖ concerns are raised by families, teachers or the child
- ❖ expected progress is not made over time
- ❖ there is a change in the pupil's behaviour
- ❖ there is a significant change in rates of progress that cannot be explained by usual developmental patterns
- ❖ Liaison with pre-school / nursery or the previous school attended by the child
- ❖ Health diagnoses through the Paediatrician or Child and Adolescent Mental Health Services (CAMHS)

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

- ❖ The class teacher is the initial point of contact for responding to parental concerns
- ❖ If you have further concerns please contact Mrs Hayley Coughlin who is the SENDCo.

3. How will both I and Romsey Abbey Primary School know how my child is doing?

- ❖ As a school we measure children's progress in learning against National and age-related expectations.
- ❖ Pupils are assessed at the end of 5 phases; these are reviewed in Pupil Progress Meetings. This is a meeting where the class teacher meets with the Head Teacher and the SENDCo to discuss the progress of the pupils in their class. This shared discussion will highlight any pupils who are not progressing as they should, further support is then planned.
- ❖ If it is deemed to be necessary / appropriate, a child will be placed on the SEND register and further assessment, support and monitoring of progress will be undertaken. If a child is to go onto the SEND register, a discussion will take place with parents to ensure a clear understanding of the process. Children remain on the SEND register until they no longer have an additional special educational need.
- ❖ Teaching Assistants (TAs) are deployed at times to work with specific children, either individually or as part of a group. Children with an Education, Health and Care Plan (EHCP) may have an identified adult or adults to support them in achieving specific targets. The aim of these sessions; who will be providing them and their regularity etc. will be explained to you when the support begins.
- ❖ A closer analysis of learning may be needed, it would then be decided if further cognitive assessment should take place.
- ❖ The length of time of the intervention will vary according to need, but will generally be one phase. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- ❖ If your child has a learning plan, this will be shared with you and you may be given ideas for how to further support your child at home to meet their specific learning targets.
- ❖ You will be able to discuss your child's progress at Parents' Evenings and have an opportunity to put forward your views.

- ❖ Your child's class teacher will be available at the end of each day if you wish to discuss progress. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office.
- ❖ The Governors of Romsey Abbey Primary School are responsible for entrusting a named person, Liz Wagner to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

How will you help me to support my child's learning?

- ❖ We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or Child and Family Support Worker (CFSW) or SENDCo to discuss how your child is getting on. We will also, where possible, offer advice and practical ways in which you can help your child at home, in order to support what we are doing in school.
- ❖ If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.
- ❖ Your child's learning plan sets out clearly the targeted steps we are working on in school and these will be shared with you as each new plan is set. Please discuss these with your child's class teacher if you need help supporting your child.

How will staff support my child?

- ❖ Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This will include additional specific support by the teacher/teaching assistant. Resources may need to be drawn from across the school.
- ❖ If a pupil has needs related to more specific areas of their education, for example spelling, handwriting, numeracy and literacy skills then the pupil may be placed in a small focus group.
- ❖ When planning, attention will be paid to the individual strategies and targets as laid out in the child's Learning Plan.

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

- ❖ When a pupil has been identified with a Special Educational Need or Disability their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ❖ If a child has been identified as having a Special Educational Need or Disability, targets will be set according to their area of need. These will be monitored by the class teacher and fed back to parents at termly parents' meetings.

How is the decision made about what types of and how much support my child will receive?

- ❖ The SEND budget is allocated each financial year dependent on numbers of pupils who have a Statement of Educational Need or an Education Health Care Plan. The money is used to provide additional support or resources dependant on an individual's needs. These decisions are made in consultation with the class teacher, SENDCo and Senior Leadership Team. Decisions are based upon tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are

identified due to the pupil's lack of progress or well-being then other interventions may be arranged.

- ❖ Occasionally a pupil may need more expert support from an outside agency. A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and families.
- ❖ If appropriate, specialist equipment will be provided to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- ❖ Access arrangements, such as a scribe or extra time, for public exams can be made available if the child's needs meet the criteria.
- ❖ If a pupil is deemed to have needs beyond the reasonable adjustments made by the school; the school and family would discuss specialist provision.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering difficulties. These include:

- ❖ Members of staff such as the class teacher, TA, ELSA and SENDCo are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out. At Romsey Abbey Primary School the pastoral team review concerns, on a weekly basis, from every class. They provide support and guidance for children, staff and families.
- ❖ The ELSA also runs specific programmes of support with individuals or small groups to address issues such as bereavement and bullying.
- ❖ If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- ❖ Where necessary and in agreement with parents/carers medicines are administered in school, but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- ❖ When appropriate, Speech & Language Programs, Physiotherapy and/or Occupational therapy is undertaken by a member of staff after training from the specialist.
- ❖ All support staff have basic Paediatric first aid training. (St John's Ambulance).
- ❖ As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- ❖ If a child has emotional or behavioural difficulties a Boxall Profile is completed to identify the specific issues. Relevant targets are set and support put in place.
- ❖ After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- ❖ Attendance of every child is monitored on a daily basis by the Admin Team in the school office. Lateness and absence are recorded and reported upon to the Pastoral Team. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

4. Who is the Special Educational Needs Co-ordinator?

The SENDCo is Mrs Hayley Coughlin. She can be contacted via the school office.

5. What training is provided for staff supporting children with SEND?

Different members of staff have received training related to SEND. The school has an ethos of continuous professional development (CPD), therefore training is given a high priority,

should a pupil's need warrant additional training or support from a particular discipline then this would be sought. The following training has been undertaken:

- ❖ How to support pupils on the autistic spectrum. (Hampshire)
- ❖ Autism Ambassador training
- ❖ How to support pupils with social and emotional needs. (ELSA Hampshire)
- ❖ Music Therapy
- ❖ Pupil Manual Handling and Hoist training
- ❖ Positive Handling Training
- ❖ Introduction to Makaton
- ❖ Phonics
- ❖ Basic Counselling Skills (CPCAB)
- ❖ Therapeutic Crisis Intervention (Cornell University)
- ❖ Attachment Theory (Dr Peter Kelly UKCP)
- ❖ Adapting Classroom Approaches to meet Individual Needs (PBST)

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- ❖ Occupational Therapists
- ❖ Physiotherapists
- ❖ CAMHS (Child & Adolescent Mental Health Service)
- ❖ Specialist Teacher Advisory Service
- ❖ Primary Behaviour Support Service
- ❖ Social Services
- ❖ Speech & Language Therapists
- ❖ Paediatricians
- ❖ School Nursing Service
- ❖ Educational Psychologists
- ❖ Psychodynamic Therapists

6. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ Ramps into school to make the building accessible to all.
- ❖ 2 toilets adapted for disabled users.
- ❖ Wheelchair accessible lift.
- ❖ Wide doors in most parts of the building.
- ❖ Year R to 6 fully wheelchair accessible
- ❖ Disabled parking bay.

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. On rare occasions health and safety cannot be met by reasonable adjustments and alternative provision will be made by the school in partnership with families.

7. How are parents/carers currently involved with SEND at school and who can they contact for more information?

All parents are encouraged to contribute to their child's progress in education. This may be through:

- ❖ discussions with the class teacher
- ❖ during parents' meetings
- ❖ during discussions with the SENDCo, CFSW or other professionals

- ❖ during reviews of Learning Plans parents are encouraged to feedback regarding positive outcomes and support for next steps.

8. How can children get involved?

We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through Class Circle Time, through the School Council, school prefects and Head girl/boy meetings which have an open forum for any issues or viewpoints to be raised.

- ❖ There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- ❖ If your child has an Education & Healthcare Plan (formally Statement of Educational Need) then their views will be sought before any review meetings.

9. What steps should I take if I have a concern about the school's SEND provision?

Initial concerns should be raised with the class teacher. A meeting can be arranged directly with them or via the school office. Further discussion can take place with the SENDCo, who can be contacted via the office or by e-mail. Should you still be unsatisfied then please contact the school office who will provide you with the formal complaints policy and procedure.

10. How will the school prepare and support my child when joining Romsey Abbey Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- ❖ The Head teacher will meet with parent/carers and the child before starting; this meeting will include a tour of the school.
- ❖ Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- ❖ All pupils attend a transition session where they spend some time with their new class teacher.
- ❖ Additional visits are also arranged for pupils who need extra time in their new school.
- ❖ The SENDCo and CFSW are always willing to meet parents/carers prior to their child joining the school.
- ❖ Secondary school staff visit pupils prior to them joining their new school, usually within the first term
- ❖ Y6 pupils follow a transition module from the PHSE curriculum.
- ❖ Pupils spend at least one day in their secondary school, with support from their TA if necessary. Additional sessions may be arranged according to need.
- ❖ The Y6 class teacher and SENDCo will liaise with the SENDCos from the secondary schools to pass on information regarding pupils with SEND.
- ❖ Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, the secondary school SENDCo, the parents/carers and where appropriate the pupil.

11. Where can I get further information about services for my child?

Further information about Hampshire's Local Offer can be found here:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Appendix 1

- ADD Attention Deficit Disorder
- ADHD Attention Deficit & Hyperactivity Disorder ASD Autistic Spectrum Disorder
- ARE Age Related Expectations
- BESD Behavioural Emotional & Social Difficulties
- BSS Behaviour Support Service
- CAF Common Assessment Framework
- CAMHS Child & Adolescent Mental Health Service
- CiC Child in Care
- COP Code of Practice
- CP Child Protection
- EAL English as an Additional Language
- EP Educational Psychologist
- EWO Education Welfare Officer
- FSM Free School Meals
- HI Hearing Impairment
- LEA Local Education Authority
- MLD Moderate Learning Difficulty
- OT Occupational Therapist
- PBST Primary Behaviour Support Team
- PSP Pastoral Support Programme
- SaLT Speech & Language Therapy
- SEN Special Educational Needs
- SEND Special Educational Needs & Disability
- SENDCo Special Educational Needs Co-ordinator
- SpLD Specific Learning Difficulty
- VI Visual Impairment