# Fourlanesend C P School SEN Information Report 2020-21

Fourlanesend is a mainstream primary school with an inclusive ethos. Our vision is to be a forward looking creative community school providing our children with an outstanding education and developing in them personal qualities to enable them to thrive within a changing world.

**How does the school ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age-related expectations
- Concerns raised by parents or carers
- Concerns raised by class teacher, for example, behaviour or self-esteem
- Consultations between class teachers and members of the leadership team where progress is discussed
- Liaison with external agencies, for example, Educational Psychology service, Speech and Language service, Dyslexia Consultant, Physiotherapy service, Occupational Therapy service
- Use of tools for standardized assessment, for example, dyslexia screening test
- Children with a Statement/EHCP (Education Health Care Plan) already have many other needs clearly identified

**What should a parent do if they think their child may have special educational needs?**

Talk to us. In the first instance, contact your child's class teacher. If you feel that you would like to speak to a senior member of staff then ask to arrange an appointment with the SENCo or the Headteacher.

**Who will explain my child's needs and progress to me?**

The class teacher will meet with parents/carers at least on a termly basis (this could be part of Parents' evening) to discuss their child's needs, support and progress as well as any individualized provision that has been put in place.

Class teachers are always happy to discuss your child's needs if you have any questions or concerns between more formal meetings. Please speak to them directly to arrange this.

An appointment can be made with the SENCo to discuss support in more detail if required.

**How will the school support my child?**

The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.

The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.

Some children are given specific targets so that progress in specific areas can be tracked.

Our SENCo and Headteacher oversee the progress of any child identified as having SEND.

There may be a teaching assistant working with your child individually or as part of a group if the class teacher sees this as necessary.

The content of this support will be explained at parents' evening and will be reviewed and updated on a regular basis.

**How are the Governors involved and what are their responsibilities?**

The Governor responsible for SEND meets regularly with the SENCo and Headteacher and reports back to the Governing body to keep them informed.

When reporting to Governors, confidentiality is maintained at all times and therefore individual children are not identified.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

**How do teachers match the curriculum to an individual's needs?**

Class work is pitched at an appropriate level so that all children are able to access it according to their individual needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however, on occasions this can be individually differentiated for a specific child.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

The class teacher, alongside the SENCo, will discuss a child's needs and what support is appropriate.

Children with SEND have access to appropriate resources needed in order to help them make progress.

**How are the school's resources allocated and matched to children's special educational needs?**

We ensure that all children with SEND are provided for to the best of the school's ability with the funds available.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.

The budget is allocated on a needs must basis. The children with most complex needs are given the most support.

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

The class teacher, Headteacher and the SENCo will discuss the child's needs and what support would be appropriate. This will be carried out regularly throughout the year.

Different children will require different levels of support in order to help them make progress and achieve their potential.

**How does the school judge whether the support has had an impact?**

Children's individualised learning is reviewed on a regular basis to ensure that targets are being met and that progress is being made.

Parents will be involved in the review meeting and the setting of new targets if necessary.

The class teacher, Headteacher and SENCo discuss whether the child is making progress academically against national age-related expectations at Progress meetings.

Verbal or written feedback is sought from the class teacher, parent and child.

A child may be removed from the SEN register when they have made sufficient progress. Parents will be informed if this has taken place.

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

The class teacher or SENCo can offer advice and practical ways that you can support your child at home.

The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared.

If your child is on the SEND register, they will have an individual provision plan which will include individual or group targets. This will be discussed with you on a regular basis. The targets set are SMART (specific, measurable, achievable, realistic, time-scaled) with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have a Statement or EHCP (Education Health Care Plan) which means that a formal meeting will take place at least once a year to review your child's progress.

Further to this, any recommendations made my external agencies such as the Speech and Language service will be shared with you so that strategies can be implemented at home and at school.

If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

**How do you measure my child's progress?**

As a school, we measure children's progress in learning against national age-related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission in Foundation Stage through to Year 6 using a variety of different methods, including National Curriculum levels and standardized assessments as required.

Children who are not making the expected progress are identified through half-termly progress meetings. In this meeting, a discussion takes place about those children experiencing difficulties and any further support that can be given to aid their progress.

When a child's individual provision is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

**What is the pastoral, medical and social support available in school to ensure my child's overall well-being?**

We have a caring, understanding ethos and are an inclusive school. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being.

As a nurturing school, our vulnerable children are known to staff.

The school entrances are staffed with adults who greet and welcome children and their families each morning which encourage a smooth transition between home and school each day.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore, they should be your first point of contact. If further support is required, the class teacher will liaise with the SENCo and the Headteacher for advice and support. This may involve working alongside outside agencies such as the Behaviour Support service or Health and Social services.

Children with eating difficulties are encouraged in school to try different types of food and if necessary, they're supported in the dining hall. Children are not rushed to eat their lunch.

**How does the school manage the administration of medicines and personal care?**

We have a policy regarding the administration and management of medicines on the school site.

Parents need to contact secretary/class teacher if medication is recommended by a Health Professional to be taken during the school day. The medication will then be managed through an individual plan written in conjunction with parents.

Staff have regular training regarding medical conditions and medication as well as general first aid so that all staff can manage medical situations if the need arises.

If a child requires personal hygiene care, this will be managed through an individual care plan.

**What support is there for behaviour, avoiding exclusion and increasing attendance?**

We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and children. We area an inclusive school and make every effort to include all pupils in learning sessions with their

class. We also take every opportunity to include pupils socially at break and lunch times.

The attendance of every child is monitored on a daily basis by Headteacher/secretary and lateness or absence are recorded and reported to the Headteacher/Governing body.

Full attendance is rewarded during celebration assembly.

Following any behaviour incidents, we will inform you about what has happened. We would then expect the child to reflect on their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

**How will my child be able to contribute their views?**

We value and celebrate each child's views on all aspects of school life – this is usually carried out through the School Council and a weekly assembly.

Children are regularly asked to reflect on their learning and share how they feel they're progressing during the course of their daily learning journey.

Children who have individual provision plans discuss their targets with their class teacher.

If your child has a Statement or EHCP, their views are sought at the review stage as well as at other times.

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

Our SENCo attended the county SEND Conference in the summer term.

One of our Teaching Assistants completed Thrive training in July 2017.

Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The environment is designed to support children with individual needs, for example, visual timetables and individual workstations.

We also work closely with any outside agencies that we feel are relevant to individual children's needs within our school. These may include: School Nurse, Speech & Language service, Occupational Therapy service, Educational Psychology service, Social Services, Children and Families Disability service, Dyslexia Consultant, Early Support Team, Dreadnought Counselling service and Social Workers.

This year, all Teaching Assistants have taken part in an introduction to attachment theory training which was delivered by the Educational Psychologist.

**How will my child be included in activities outside the classroom including day and residential trips?**

We aim for all children to be included on school day trips and residentials, We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be provided that cover the same curriculum areas.

**How accessible is the school environment?**

All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and a lift is in place between KS1 and KS2 areas.

There is a disabled toilet large enough to accommodate changing and personal hygiene care.

**How will the school prepare and support my child when joining the school or transferring to a new school?**

We encourage all new children to visit the school prior to starting with us.

We write social stories with children to help explain and prepare them for any major transition, for example when moving between key stages or when there is a change of teacher and/or teaching assistant.

When children are preparing to leave us for secondary school, we arrange visits for them to their secondary school of choice. We also support their emotional wellbeing through our PSHE curriculum.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

**How are parents involved in school life?**

We have parents' evenings to discuss children's individual needs.

Parents are invited to Celebration Assembly every week. *currently not happening due to Covid-19

Parents are also welcome to help out as volunteers, for example, listening to readers. *currently not happening due to Covid-19

For children with SEND, parents are often invited to help support their child on a school trip.

**Who can I contact for further information?**

Please speak to the class teacher in the first instance.

General information relating to SEND can be found in the policy section of the school website (SEN Policy & School Offer).

Further information is available from the SENCo (Helen Illingworth) or the Headteacher (Rebecca Norton).

The Family Information Website contains information covering all areas of SEND, see www.supportincornwall.org.uk.

**Who should I contact if I am considering whether my child should join the school?**

Contact the secretary to arrange a meeting and tour of the school at your convenience.

Tel: 01752 822502

Email: secretary@fourlanesend.cornwall.sch.uk