



## **Isham C E Primary School**

### **Education Needs Information**

At Isham C E Primary School, we are an all-inclusive school that strive to support all children to enable them to achieve.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital, however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Educational Needs and Disability Co-ordinator (SENDCo) is shared with our partner school Weldon C E Primary, however, day to day special needs is overseen by the Executive Head Teacher (EHT) and Head of School (HoS):

**Special Educational Needs and Disability Co-ordinator:** Mrs Lesley Middleton

Tel: 01536 265288

Email: [lmiddleton@weldonprimary.co.uk](mailto:lmiddleton@weldonprimary.co.uk)

**Executive Head Teacher:** Mrs Kirstin Howarth

Tel: 01536 723956 or 01536 265288

Email: [head@isham.northants-ecl.gov.uk](mailto:head@isham.northants-ecl.gov.uk) or [khowarth@weldonprimary.co.uk](mailto:khowarth@weldonprimary.co.uk)

**Head of School:** Mrs Becky Hawke

Tel: 01536 723956

Email: [becky.hawke@ishamprimary.org.uk](mailto:becky.hawke@ishamprimary.org.uk)

### **Roles and Responsibilities of the Special Educational Needs Co-ordinator (SENDCo)**

Our SENDCo is responsible for the operation of the Special Educational Needs Policy and coordination of the specific provision made to support individual children with SEND.

The SENDCo liaises with staff to monitor pupil progress and plans for further interventions where progress is slower than expected.

The SENDCo regularly makes and maintains contact with a wide range of external agencies that are able to give more specialised support. If you have any concerns regarding SEND matters you shouldn't hesitate to contact the school on: 01536 723956.

### **SEND Information report July 2019**

At Isham C E Primary School we support children with Special Educational Needs and Disabilities by:

- ❖ effectively identifying and assessing needs of all children
- ❖ setting targets to accelerate progress or effectively support a child with their needs
- ❖ monitoring and reviewing learning and progress
- ❖ liaising with parents and carers
- ❖ listening and respecting the views of the child
- ❖ working in partnership with a range of specialists (where necessary), for example: education psychology and speech and language.
- ❖ working in partnership with Portage (SEND support for Early Years) within Nursery and also when children transition from Nursery to Reception.

At Isham C E Primary School we endeavour to cater for children with a range of special needs and disabilities:

- ❖ Communication and Interaction - for example Autism Spectrum Conditions (inc. Asperger's Syndrome), Speech and Language difficulties
- ❖ Cognition and Learning for example - Dyslexia, Dyscalculia, Dyspraxia, Moderate learning difficulties
- ❖ Social, Emotional and Mental Difficulties for example - ADHD, Attachment disorder, Mental illness or depression
- ❖ Sensory and/or physical needs for example - Vision/hearing impairment, Motor skill difficulties
- ❖ Looked after children with SEND.

### **Identification of pupils with SEND**

Identification will come from a range of sources:

- ❖ Class Teacher - through their regular monitoring of pupil progress
- ❖ Senior Leadership team - through discussion held with Class Teacher in pupils progress meetings
- ❖ Parent/carers
- ❖ Previous setting
- ❖ Liaison with outside professionals/agencies through NCC or other County Councils

## Provision

### Universal provision:

- ❖ Quality first class teaching
- ❖ Teaching assistant support
- ❖ Differentiated curriculum/extension activities
- ❖ Adaptions such as visual timetables/workstation
- ❖ School nurse support

### SEND provision

- ❖ School based support plan
- ❖ Speech and Language Therapy
- ❖ Autism Outreach
- ❖ Education Psychology service
- ❖ Visual impairment service
- ❖ Hearing impairment service
- ❖ Occupational Therapy support

### Progress and Assessment

- ❖ For younger children, progress will be measured against Early Learning Goals until they access National Curriculum. For all other children, progress will be measured against the national curriculum age related expectations. Where children have complex needs the use of p scales will be used to assess progress from KS1.
- ❖ External professionals may be involved in more extended, detailed assessments to co-ordinate the support and next steps for an individual child.

### Staff Development

#### The staff involved in the support of pupils with SEND are:

- ❖ Special Educational Needs Co-ordinator
- ❖ Executive Head Teacher
- ❖ Head of School
- ❖ Class Teacher
- ❖ Teaching Assistants
- ❖ Lunchtime supervisors (in some cases)

#### Staff have experience in:

- ❖ Autism
- ❖ ADHD
- ❖ Dyslexia
- ❖ Attachment disorders
- ❖ Speech, Language and Communication needs

- ❖ Emotional and behavioural needs
- ❖ Hearing Impairment
- ❖ Visual Impairment

Staff are provided with targeted training opportunities to ensure that they are able to support the needs of pupils.

### **Involving Parents and Carers**

Parents who have a concern about their child or who would like to discuss their child's SEND provision should contact the Class Teacher or the SENDCo in the first instance. Parents may be invited to termly meetings with their Class Teacher and SENDCo, if appropriate, to review their child's progress. Parents receive termly reports about their child's progress and have the opportunity to discuss their child's progress at two Parents' Evenings.

Depending on the age and ability of the child we will involve children where possible in the review and setting of targets and provision.

### **Transition**

The school will liaise with transfer schools, preschool, nurseries and other outside agencies. A transition plan will be implemented where deemed necessary to support a child moving to or from the school.

### **Monitoring and Review**

The SENDCo, Executive Head Teacher and Head of School are responsible for the monitoring of the policy into practise as well as analysing data and progress of SEND pupils.

### **Activities outside of school**

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are made to allow children to participate as fully as possible. Where this is the case parents will be fully involved in the process.

Mrs Lesley Middleton is Special Educational Needs Co-ordinator

For more information about Northamptonshire County Council's support for Special Educational Need and Disability, please visit: [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)

Should you have any concerns with regards to your child and the SEND support that they receive please contact Mrs Middleton, Mrs Hawke or Mrs Howarth (Executive Head Teacher).

Should you wish to make a complaint, please refer to our Academy Complaints Policy available on our website – [www.ishamprimary.org.uk](http://www.ishamprimary.org.uk)

## Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The bill will reform the systems for adoption, looked after children, family justice and special educational needs. The government is transforming the system for children and young people with special educational needs (SEND), including those who are disabled, so that services consistently support the best outcomes for them. The bill will extend the SEND system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in 'Support and aspiration: a new approach to special education needs and disability - progress and next steps' including by: - replacing statements with a new birth- to-25 Education, Health and Care Plan (EHCP), extending rights and protections to young people in further education and training offering families personal budgets so that they have more control over the support they need; - improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together;

- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support. The Local Offer What is the local offer? The local was first introduced in the Green Paper (March 2011) as "a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child." The Local Offer in Northamptonshire The Local Offer will:

- improve choice and transparency for families
- help professionals to understand the range of services and provision available locally
- improve joint commissioning arrangements for services by setting out in a single place what is available locally

We will work together with children and young people, parents and carers and with local services, including the voluntary and community sector, to develop our offer and keep it under review.

Some services can already be found using the Children and Families Service Finder. The Local Offer in Northamptonshire will cover:

- special educational provision
- health provision
- social care provision
- other educational provision
- training provision

How do we know if children need extra help? We know when pupils need help if:

- concerns are raised by parents/carers, teachers of the child

- limited progress is being made
- there is a change in the pupil's behaviour or progress

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 concerns then you can contact the Mrs Howarth (EHT), Mrs Hawke (HoS) or Mrs Middleton (SENDCo based at Weldon C E Primary School)

How will I know how Isham C E Primary School 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 may include additional general support by the teacher or teaching assistant in the class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Maths and English skills etc then the pupil will be placed in a small focus group. This will be run by a Class Teacher or a teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved and the Senior Leadership Team to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded. If you have any queries regarding interventions please do not hesitate to contact the Class Teacher or the SENDCo.
- Pupil Progress Meetings are held each term. This is a meeting where the Class Teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Community Paediatrician etc. If this is required 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 parents/carers.

- The Governors of Isham C E Primary School are responsible for entrusting a named person, Mrs Liz Lovett, to monitor Safeguarding and Child Protection procedures. In a supportive role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor all the statutory policies as defined by the DfE.

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

- When a pupil has been identified with special needs their work will be differentiated by the Class Teacher to enable them to access the curriculum more easily.
- Teaching assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given individual targets which will be set accordingly to their area of need. These will be monitored regularly by the Class Teacher and the SENDCo
- If appropriate or necessary specialist equipment may be given to the pupil.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evening and by appointment with the Class Teacher.
- Your child's teacher will also be available at the end of the day if you wish to raise any concerns.
- Appointments can be made to speak in more detail with the Class Teacher or SENDCo by visiting the school office.

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

- The Class Teacher may suggest ways of how you can support your child.
- The Class Teacher, the SENDCo, or a member of the Senior Leadership Team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used in school and sometimes at home.

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 emotional difficulties. These include:
- Members of staff such as the Class Teacher and SENDCo are readily available for pupils who wish to discuss issues and concerns.
- Draw and Talk
- Protective Behaviours
- Wishes and Feelings

Pupils with medical needs:

- 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 or with all school staff if necessary.
- Staff receive training where necessary.
- 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.
- Most staff have basic first aid training.
- Some staff have more advanced first aid training and paediatric first aid training.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

Agencies accessible to the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologists
- CAST (Child and Adolescent Support Team)
- CAMHS (Child and Adolescent Mental Health Service)
- VI Team (Visually Impaired)
- HI team (Hearing Impaired)
- Inclusion team
- Social Services
- Children's Therapy Team (Speech and language/ Occupational Therapy)
- Community Paediatricians
- School Nurse
- ICSS (Individual Children's support service)
- SSS (Specialist Support Services)
- JoGo (Behaviour Support)

The school has an Educational Psychologist (EP) who makes regular visits to the school. The EP normally only works directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the ISR (in school review). These are meetings held between the school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parents and give feedback after the assessment has been completed. The EP will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training have the staff had, to support children and young people with SEND?

Different members of staff have received training related to SEND.

These include:

- Autistic Spectrum Disorder
- Protective Behaviours
- EAL
- Maths
- English
- Phonics
- Hearing impaired training from teachers of the deaf.
- Visually Impaired Training
- Diabetic Training
- Dyslexia
- EpiPen Training



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

- 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. The school may put a 1:1 support system in place in order to allow your child to access the trip safely.

How accessible is the school environment?

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

The facilities we have at present include:

- Toilet available for disabled users.
- Disabled Parking Space

How will the school prepare and support my child when joining Isham C E 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:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils can attend a transition session where they spend time with their new Class Teacher and their new class.
- Additional visits can be arranged for pupils who need extra time in their new school.
- The staff at Isham C E Primary School are always willing to meet parents/carers prior to their child joining the school.
- The Year 6 staff and SENDCo will liaise with secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Middleton (SENDCo), the secondary school SENDCo if possible, the parents/carers and where appropriate the pupil.

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

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the Class Teacher and pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the Class Teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a results 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 will be arranged.

How will I be involved in discussions about and planning for my child's education?

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

- Discussions with the Class Teacher.
- During parents' evening.
- During discussions with Mrs Middleton (SENDCo) or other professionals.
- Parents are encouraged to comment and contribute to their child's targets

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENDCo or the Senior Leadership Team.

Please do not hesitate to contact us if you have any further questions.

### **Glossary of key abbreviations**

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHA	Early Help Assessment
EHCP	Education, Health and Care Plan
EHT	Executive Head Teacher
HoS	Head of School
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENDCo	Special Education Needs Coordinator

SpLD	Specific Learning Difficulty
VI	Visual Impairment