



Sutton Park Primary RSA Academy

SEN Information Report for Parents

Introduction

Sutton Park Primary RSA Academy is an inclusive school and is able to offer a range of support for children with additional educational needs. We follow the framework set out for all local schools in 'The Entitlement of Pupils in Mainstream schools – Special Educational Needs Provision – The Local Offer'. This document describes the entitlement of pupils in Worcestershire schools and forms part of the authority's local offer www.worcestershire.gov.uk/sendlocaloffer

Who should I talk to about my child's difficulties?

The first point of contact should be your child's class teacher.

Each class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivering any additional support.
- Ensuring that parents are involved in supporting their child's learning and progress and kept informed about the range and level of support offered to their child.
- Implementing the school's SEND policy.

The school's Special Educational Needs Coordinator (SENCo).

Our SENCo is Julie Edwards. She is responsible for

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND policy.
- Monitoring the successful movement (transition) to a new class or school.
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.



She can be contacted by leaving a message with the school office (01562 67742).

The school's Headteacher.

Our Headteacher is Angela Crawley.

She is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND.
- Supporting teaching staff to develop quality provision for pupils with SEND across the school and evaluate its impact on progress.



She is available to meet with before and after school to deal with any quick queries.

To arrange a meeting, please contact the school office (01562 67742).

There is a nominated governor responsible for overseeing the school's provision for pupils with SEND. The governor meets with the SENCo regularly and reports back to the Governing Body. Our SEND governor is Valerie Clough.

What types of SEN do we provide for?

The four areas of need set out in the SEND Code of Practice 2014 are:

- Communication and interaction needs
- Cognition and learning difficulties
- Social, mental and emotional health problems
- Sensory or physical needs.

communication and interaction needs	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with an Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p> <p>Children with the most severe communication and interaction difficulties will be characterised by limitations in accessing the curriculum and may present with emotional and behavioural difficulties. These children will need substantial support to ensure that they are provided with appropriate access to the curriculum and participation in school life.</p>
cognition and learning difficulties	<p>Children and young people with these difficulties may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <p>The majority of children/young people will have their needs met in a mainstream school within resources ordinarily available but in a minority of cases an educational establishment may need to make a request for an EHC needs assessment.</p>
social, mental and emotional health problems	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.</p>
sensory or physical needs	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

Sutton Park Primary RSA Academy provides 10 places for pupils within its Language Unit. These places are for pupils identified as having specific language impairment. They have the potential to

access mainstream education but without the provision would struggle to make the expected progress. The aim of the provision is to return pupils to a mainstream class once they have acquired the skills to be successful. Entrance to a Language Unit is via a placement panel. There is no entry into any of the language units by direct application to the schools.

In the Mainstream Language Unit there is a strong staff expertise for meeting the needs of children with language and communication difficulties that all staff in the mainstream school can access.

How will we know if your child needs extra help?

At Sutton Park pupil progress is regularly and systematically monitored by class teachers, subject leaders and senior leaders. Progress meetings are held half- termly, following assessments to monitor the progress of all pupils and identify any additional needs. If a child transfers from a previous school or nursery, we use any transition information passed on by them. In addition, class teachers continually monitor pupil progress through ongoing daily observations and assessments.

If teachers are concerned they complete an Initial Concerns form (see Inclusion and SEND Policy Appendix 4) and raise these concerns with the SENCo at the earliest opportunity. A referral can also come to a class teacher through a parent or the pupil themselves. Extra provision is put in place and the pupil's progress is monitored.

Where a pupil's rate of progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching, it may be that they have a Special Educational Need (SEN). These pupils are placed on the school's SEN register at 'School Support' level and their main areas of need are recorded. However there can be other reasons for a lack of progress including absences from school and worries which distract them from learning.

How will you know how your child is doing and how to support your child's learning?

We regularly share progress with all our pupils and their families. Each child in Nursery and Reception has a 'Communication Book' and from Year 1 to 6 each pupil has a 'Home School Diary' which can be used daily to note down progress such as in reading or with multiplication table scores. We hold Parent Consultation Evenings twice a year, where parents and carers can discuss their child's progress with the class teacher and we share what can be done by families at home to support the learning at school. This is reinforced by weekly home learning and termly updates on each class topic, which we share through letters home and the school website. Should more regular contact be required, teachers are happy to make suitable arrangements to ensure this is put in place. For some pupils a home-school communication book is used to keep parents informed. An Annual Report goes home at the end of the summer term with details of each pupil's progress, attainment and next steps.

If a pupil needs additional help, parents and carers will be approached by the class teacher about any concerns initially and will be informed if extra support in school is needed in the form of individual or group interventions. Teachers will also give advice on how to help at home. Parents are welcome to arrange to meet with the SENCo for further advice. This is done by phoning the school office.

If we feel we need advice or support from other professionals e.g. Speech and Language Therapists (SALT), Educational Psychologist (EP) or paediatrician, the class teacher or SENCo will contact parents to discuss this and seek parental permission. When outside professionals have been involved in supporting the class teacher to meet the needs of any child, meetings are arranged to give parents the opportunity to discuss the findings of observations and assessments. For children who have an Education Health and Care Plan we hold an Annual Review to which external specialists are invited to discuss the pupil's progress with the parents or carers and future targets are set.

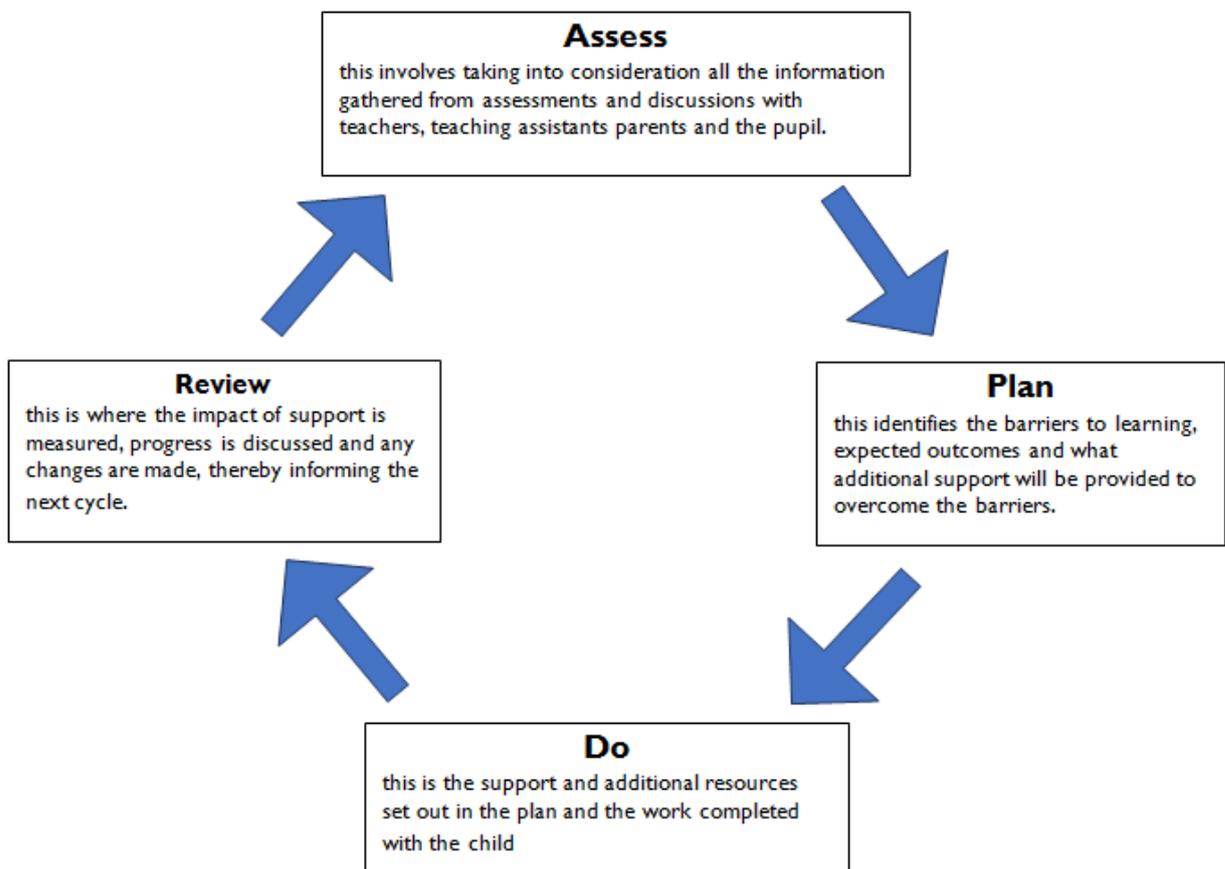
How do we involve pupils in their education?

When a pupil is included in an intervention programme, either individually or in a small group, the objective of that intervention is explained to them alongside the steps they need to take to make progress. They may also be given tasks to complete at home to support this progress. If a pupil requires a Pupil Passport to identify needs in class, they are involved in the creation and review of this. A Pupil Passport is a one-page document that makes all teachers and school staff aware of the pupil's individual needs and provision. It lists their interests, strengths, areas of difficulty and what strategies support them such as being given extra time to complete tasks.

Where appropriate, according to age, maturity or understanding, pupils are included in review meetings. This can be in the form of a pupil comment sheet or attending part of the meeting in person. Pupils are also selected from time-to-time to take part in 'pupil voice' interviews where they have the opportunity to share their thoughts about their progress and difficulties, as well as what can help them do their best at school.

How do we assess and review pupils' progress?

In addition to pupil progress meetings every half term, any extra provision is monitored and reviewed after 6 weeks and further intervention is planned as appropriate. This process is known as the graduated approach (Assess Plan Do Review).



We use a range of assessment materials to support our teacher assessments, monitor progress and plan interventions. Some of these in use currently include:

- Reading assessments
- Mathematics assessments
- Read Write Inc phonics assessments
- THRIVE whole class screening for emotional needs
- GL assessment materials for identifying specific needs e.g. cognitive development, working memory, literacy, numeracy and dyslexic traits.

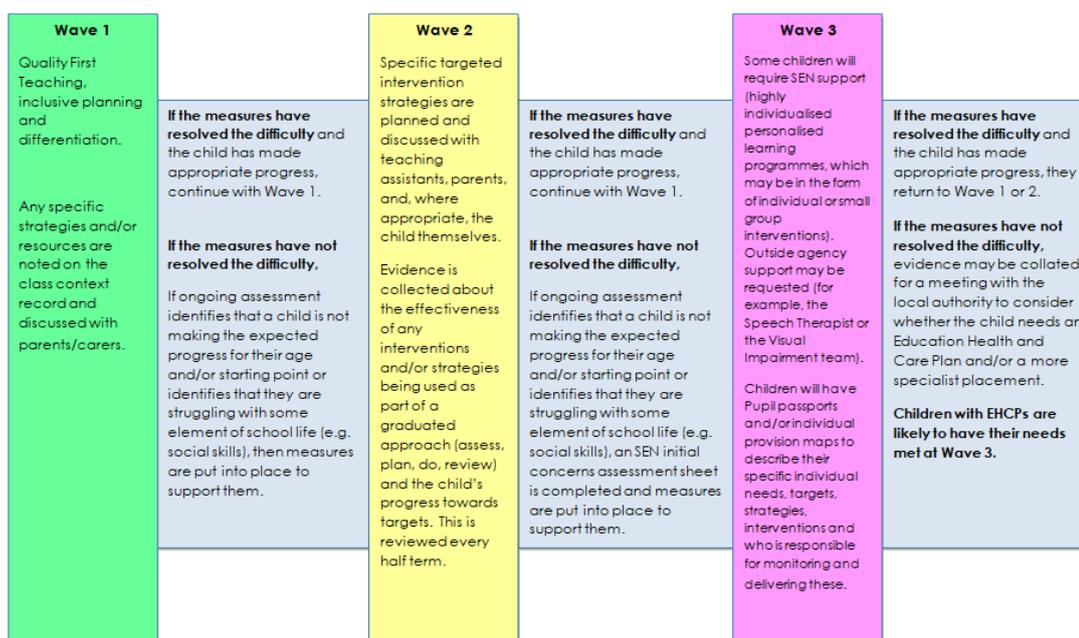
Sometimes further assessments may be carried out by specialist teachers or other professionals such as Speech and Language Therapists. These specialists then support the school to secure the best provision for the pupil's individual needs. Meetings with parents and carers are arranged as appropriate to discuss this provision and how support can be provided at home.

How will school staff support your child?

The key to supporting pupils with SEN starts with 'Quality First Teaching' (Wave 1). The main characteristics of quality first teaching can be summarised as:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- regular use of encouragement and authentic praise to engage and motivate pupils.

(NASEN 2013)



All teachers aim to differentiate the learning within the curriculum, remove barriers to learning and ensure that all pupils make progress.

Additional support for pupils can take various forms including:

- short-term specific interventions
- reduced class sizes or small group work
- home-school interventions
- additional support from adults to ensure they can meet their targets successfully.

It can also include adaptations made to meet individual needs such as seating arrangements, brain breaks, the use of additional teaching materials and resources such as writing slopes and allowing a pupil extra time to prepare an answer or record their ideas. (see Inclusion and SEND Policy Appendix 2).

The range of support deployed will be tailored to individual need following thorough assessment. It is designed to promote pupils becoming independent and resilient learners and should not be seen in isolation.

Some pupils will require support above and beyond the differentiated learning and their provision usually takes the form of individual or small group interventions (Wave 2). The focus of these interventions can include phonics, reading, writing, maths, speech and language, fine motor or social skills. In some cases a published intervention programme may be followed (see Inclusion and SEND Policy Appendix 3). Class teachers plan the provision, with the teaching assistant if appropriate. They have access to subject leaders, the SENCo and outside agency professionals to support them.

Pupils with a higher level of need may follow a personalised curriculum to match their individual needs. These 'Wave 3' interventions target specific areas of need, identified through detailed assessment, often involving outside agency professionals such as speech and language therapists, learning support teachers or occupational therapists.

Some children and young people may not make expected progress, despite these efforts to identify, assess and meet the special educational need. In these cases, schools or parents may consider requesting an Education Health and Care needs assessment to determine if they should have an Education, Health and Care Plan (EHCP). This assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child or young person. It will help to determine whether the education authority needs to make additional provision through an EHCP for children and young people with the most complex needs, from birth up to the age 25. Most children and young people with Special Educational Needs and Disabilities (SEND) will have their needs met in the mainstream school.

How will the curriculum and learning environment be matched to your child's needs?

Differentiation is embedded in our curriculum and practice. Each teacher plans and evaluates their curriculum and decides how best to meet the needs of all pupils. Teachers follow a list of learning environment non-negotiables which include display prompts and seating arrangements to ensure all children's needs are catered for (see Sutton Park Inclusion and SEND Policy Appendix 1)

All our teachers are clear on the expectations of classroom provision and this is monitored regularly by the leadership team through classroom observations. Best practice is shared across the school. Assessment of pupils' learning is used to inform ongoing provision.

What expertise and training do our staff have to support pupils with SEN?

We have an experienced teaching staff with a wide range of skills, including teaching assistants who have taught a variety of intervention programmes for many years. The school constantly reviews training needs and provides opportunities for staff to update and refresh their knowledge and practice in line with the School Development Plan. Staff attend training courses as part of their Continuing Professional Development (CPD) as well as regular weekly staff meetings. Training is also provided in house by subject leaders or by staff who have attended training courses outside school and by visiting trainers.

How will we secure specialist expertise and other support organisations?

Children are referred to the Speech and Language service through termly meetings with the school's speech therapist. Parents can also access this service themselves through their GP. Class Teachers or the SENCo will discuss any new referrals with parents prior to these meetings and ensure they have parents' permission.

The school also has a service agreement with Chadsgrove Teaching School Alliance for advice and support from their team of Learning Support teachers. Parents' permission will be sought before a pupil is referred to this service and after an assessment has been completed, parents are invited to meet to discuss the outcome and any reports.

We are always keen to help parents access support and provision outside school. We pass on the contact details of voluntary organisations we feel may be appropriate such as Autism West Midlands and have a range of information leaflets available for parents covering areas such as dyslexia, ASD and ADHD. We are happy to provide letters for parents wishing to access medical support from their GP or paediatrician where this affects a child in school.

How will we secure equipment and facilities to support pupils with SEN?

Some pupils with physical needs also receive support from Chadsgrove Outreach. This is in the form of ongoing assessment of the pupil's needs in school, particularly when they transfer to a new classroom environment, and the loan of any specialist equipment considered necessary to ensure the pupil has complete access to the school curriculum. We also have a number of intervention programmes available in school to help children develop their fine and gross motor control.

How do we evaluate the effectiveness of our SEN provision?

The impact of interventions is monitored through regular meetings between teachers and teaching assistants and the tracking of pupil progress. The SENCo and senior leadership team monitor the quality of provision as well as the impact against expected rates of progress.

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

Our Inclusion Policy and our Sutton Park Pledge (accessed via the school website) promote the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, further thought and preparation is considered. Where applicable, parents and carers are consulted and involved in planning.

Risk assessments are carried out for all school trips and visits. The needs of vulnerable pupils, such as those with SEND, are considered as part of the process and appropriate arrangements made.

All children are encouraged to participate in after-school clubs.

What support will there be for your child's overall well-being and social development?

All our staff are regularly trained to provide a high standard of pastoral support through the Thrive approach. The Thrive approach provides 'a powerful way of working with children and young people that supports optimal social and emotional development.' Six members of staff have completed the full Thrive training programme and are licensed practitioners. This includes training in safeguarding and child welfare and equips staff to work in a targeted way with children to help them form positive relationships and engage with life and learning, building self-esteem.

All staff have first aid training and are trained in the use of epi-pens. For children with more serious medical needs we have individual care plans and relevant staff are trained to support specific medical needs.

Our Behaviour Policy, which includes self-esteem, relationships and anti-bullying, is reviewed regularly. It contains guidance on expectations, rewards and sanctions. Children create class rules and these are displayed in each classroom.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. If a pupil is absent due to long-term illness arrangements will be made to support their education at home.

Achievement is celebrated with regular Celebration Assemblies and certificates for achievement and effort, and demonstrating the values promoted by the school.

How accessible is the school environment? (see Accessibility Plan)

We consider our environment to be fully accessible to all pupils. We have wheelchair access, including a lift and disabled toilet facilities. We are vigilant about making reasonable adjustments, where possible and continually review the needs of children. We have Personal Emergency Evacuation plans in place for any pupils who need them and extra evacuation practices take place for these pupils and their classes.

How will we prepare and support your child to transfer to a new class or school?

Within school, teachers meet for 'handover' sessions to ensure that receiving teachers are aware of individual needs, targets and any additional support required.

We have good relationships with the local secondary schools that the children move onto and meet with the Year 7 teachers, head of year and SENCo to pass on any information about the pupils who will be joining their school. Children visit the secondary schools and extra visits are planned if necessary to ensure transition is as smooth as possible. All children have sessions to prepare them for the changes they should expect moving from primary to secondary, including discussions to answer any concerns. All children in Nursery to Year 5 also spend time in July preparing for their move to a new classroom in September.

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

The school receives a set amount of funding to provide support for pupils with additional needs. We use this funding in the best possible way to meet the children's individual needs – this may involve the purchasing of resources or for additional staffing.

Our finances are monitored regularly and we use resources to support the whole school aims as well as individual pupil needs. We seek to ensure value for money, so interventions are costed and evaluated.

How do we handle complaints from parents about the provision made at the school?

If you have a complaint about SEN provision Worcestershire Local Authority provide guidance on the procedure to follow.

http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service

You can find out more about complaints procedures in the SEND Code of Practice sections 11.2 and 11.67 to 11.111. If you want help to understand the different procedures, or advice about which to use, please contact Worcestershire SEND Information, Advice & Support Service.

Useful contacts:

SENDIASS/Parent partnership Special Educational Needs

Office opening hours are Monday to Friday from 8.30am to 4.00pm

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