



Skidby CE Primary School

SEN Information Report

The school is a mainstream setting. The school follows an inclusive policy on admissions and welcomes many children with additional needs.

The school has a qualified SEN Teacher as SENCo and a team of Teaching Assistants who support children with SEND. The school decides through observation and assessment whether a child may have some additional needs. We do use some standardised tests in Maths, Reading and Spelling to support these judgements. We may also consult other professionals if we feel this would be appropriate. We work closely with the Educational Psychology Service, Speech & Language and the Hearing Impaired Service. We work closely to meet the needs of all children and access the best outcomes.

The school makes provision to meet the needs of pupils by use of a Provision Map which identifies additional support, interventions or alternative teaching groups. We judge the success by the progress children make and this is evaluated by the use of our assessment and monitoring system. This allows us to monitor and evaluate progress and set new targets as well as identifying specific gaps.

We review progress every term and monitor all children. We use observations and more structured assessments for some pupils with specific or more significant needs. We ensure that all children are making appropriate progress and will hold a meeting to review the provision if this is not the case.

Parents will be given the opportunity to meet with the class teacher termly to review progress and set new targets. They may also wish to talk to the SENCo. The SENCo holds regular meetings with parents and carers where there are complex factors. Some children may have a Home School Book, some parents will speak to staff daily.

The Class Teacher will be responsible for all their class. They will ensure that differentiation takes account of all the children in their class. They may use a Teaching Assistant to support a group or individual to reach their best outcomes. Children identified with SEND will have Individual Termly Support Plans which will identify their needs and the outcomes we are hoping for each term. Additional interventions may take place to enable successful achievements of targets and progress to the next level. The SENCo will oversee the provision map and ensure that children are making appropriate progress. The SENCo will give guidance and support to Teaching Assistants.

Reasonable adjustments will be made throughout the curriculum to ensure that the needs of all pupils can be met. The school plans carefully for all pupils so that we can adapt the curriculum to make it accessible. This may include different activities for some pupils, it may include specialist teaching groups, it may include some preteaching to support success. This will be judged on an individual level.

Additional support is allocated on the basis of need taking into account a fair distribution of the available budget. Children with statements or EHC Plans will access additional support as is appropriate to their child's individual needs. Parents will be very much a part of the process as EHC Plans put them at the centre with the child. Decisions will always take account of parents' views but will be made ultimately by the Head Teacher in consultation with the SENCo.

Children will be included wherever possible on school trips taking into account Risk Assessments that are carried out. All children at KS2, including those with SEND, have the opportunity to go on an appropriate residential.

We also run Circle Time Groups for children who may require additional pastoral support. The School Office deals with all medication which must be registered with the office. Some children may have Health Plans which can be supervised by other agencies. Additional support from staff means that exclusions are very rare and may only take place where other children might be placed at risk.

The SEN Co-ordinator is Miss Rachel Jones. She can be contacted on 01482 846169.

The school is generally accessible to all, with wide doors in most areas. We do have a disabled toilet. Although the school does have stairs which are less accessible we do try to make every reasonable adjustment to allow access to the building including a stair lift into the hall.

Parents are invited to attend termly reviews of their child's progress but many parents speak to staff on a daily basis. We welcome these conversations especially about children with additional needs. We also welcome parents to Achievement Assembly each week to share in our good work and music. Parents should contact the School Business Manager, Sam Grady for any further information or for an appointment to discuss a child further. The

SENCo holds regular meetings with parents and is available on request to meet with parents.

We consult all children about their views when we review TSPs (Termly Support Plans). Their views are recorded as part of the process including views about secondary transfer which form a part of our transition planning. Their views are also sought when seeking support from the Educational Psychologist.

In the event of a complaint please contact the School Office to make an appointment with the appropriate person or see the complaints policy on the school website.

The school is well supported by our School Nurse who may help in the development of a Health Plan for a child. We work closely with Social Services and Youth & Family Support.

If parents are concerned about their child they can find all services outlined on the FISH website. The Local Authority does have a Parent Advisor based with FISH. They can support families through the process of formal identification of needs if required but it is always a good idea to have a chat with the school first.

Louise Windsor (SENDASS(Special Educational Needs or Disabilities Advice and Support Service) - Telephone 01482 396469
Miss Jones (SENCo) – Telephone 01482 846169

The school will liaise with secondary schools when children are transferring. Some children will have Review Meetings at the end of Year 5 to discuss provision. Some children may have meetings arranged at the beginning of Year 6 with staff from the secondary school and possibly the Educational Psychologist or other professionals to ensure a smooth transition. We arrange additional visits to secondary settings and support these when they are deemed necessary.

The school links to the Local Offer on our website.