



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Special Educational Needs and Disability Information Report

Alexander Hosea Primary School Primary School is a community school and as such follows the policies and guidance of South Gloucestershire Council.

South Gloucestershire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible, where families want this to happen. For further information regarding South Gloucestershire Council's Local Offer, visit <http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/local-offer-education/>

At Alexander Hosea Primary School, we are committed to providing a well-balanced, challenging curriculum for all children. We strive to ensure that all children, including those with Special Educational Needs or Disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences.

Who are the best people to talk to at Alexander Hosea Primary School about my child's difficulties with learning/ Special Educational Needs or disability?

Your child's Class teacher

Responsible for:

- Monitoring children's progress and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing Pupil Passports and Class Provision Maps for children on the SEND register, reviewing, updating and adapting these. Parents can request to see these plans.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working in partnership with parents.

The SENDCo (Special Educational Needs and Disabilities Coordinator), Miss Kimberley Edgar who is responsible for:

- Coordinating all the support for children with special educational needs and disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher, Mrs Deb Williams

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Monitoring provision and delivery including liaising with SENDCo

How do we identify and support pupils who have Special Educational Needs?

When a child starts school with special educational needs or disabilities already identified, we work closely with the adults who already know that child. This will include: family, previous schools or settings and any professionals who are involved with the child.

All children at Alexander Hosea Primary School are monitored regularly to ensure that they access and make progress through the curriculum. If evidence collected through assessments and monitoring suggest that your child is not making expected progress or there are specific concerns about an aspect of their learning, the class teacher will inform you at the earliest opportunity and enlist your help, support and participation.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress or that they may have a special educational need or disability, you should speak to their class teacher initially.
- If you require more information or you still have concerns, you should speak to the SENDCo or Headteacher.
- There is also a school Governor for SEND who you can speak to. A list of governors is available on the website or from the school office.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making expected progress, the school will call a meeting to discuss this in more detail and to:

- Listen to any concerns you may have,
- Plan any additional support your child may receive,
- Discuss any referrals to outside professionals to support your child's learning.

What support is available for children with SEND at Alexander Hosea Primary School Primary School?

Class teachers ensure excellent targeted classroom teaching for all pupils also known as Quality First Teaching.

For your child this would mean:

- The teacher and teaching assistant have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class, for example using more practical learning approaches.
- Specific strategies, which may be suggested by the SENDCo or outside agencies, are in place to support your child to learn.
- Your child's teacher will have assessed carefully their progress and will have identified the gaps in their understanding. Additional support will be provided to meet your child's needs.
- Learning environments are carefully planned and considered to support the needs of all children

Interventions:

These are for children identified by the class teacher as needing some extra support, additional to the quality first teaching and provision provided in class.

These may:

- Take place in the classroom or another teaching space
- Be led by a teacher, teaching assistant or outside professional.

For your child the provision provided may include:

- Group sessions with specific targets to help him/her make more progress
- Pre-teaching of a specific concept or learning objective to ensure that they can access the learning in class
- Support for communication or language needs, physical development needs and social and emotional needs

A small number of children are identified by the class teacher/ SENDCo as needing some extra specialist support from a professional outside the school (this is where their special educational needs or disability significantly impacts on their learning). You may also have raised concerns about child's needs or progress.

This may be from:

- Local Authority central services e.g. Inclusion Support or BST (Behaviour Support Team)
- Outside agencies such as the Speech and Language therapy (SALT) Service or the school nurse.

For you and your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to better understand your child's particular needs and therefore provide appropriate support.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Giving advice about how your child is supported in class
 - Setting targets based upon professional guidance
 - Running specific interventions e.g. a social skills group

This type of support is available for children with specific barriers to learning that cannot be overcome through normal classroom practice and intervention groups.

Specified Individual support:

(Where a child or young person has Special Educational Needs or a disability that significantly impacts on their ability to access education).

Pupils whose learning needs are considered to be severe, complex and lifelong will have their needs identified and communicated through an Education, Health and Care Plan (EHCP). For a pupil to be eligible for an EHCP they will have been identified by their class teacher, and/or the SENDCo as needing a particularly high

level of individual or small group teaching, which cannot be provided from the resources already delegated to the school.

Your child will also need specialist support from an outside agency.

This may be from:

- Local Authority central services e.g. Inclusion Support Team
- Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist etc.

For you and your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which determines whether your child's needs are sufficiently complex to require statutory assessment. If this is the case, they will ask you and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- Once all the information has been collected, the Local Authority will decide if your child's needs are severe, complex and lifelong (0-25 years). If this is the case they will write an Education, Health and Care Plan (EHCP).
- If this is not the case, they will ask the school to continue with current support and to ensure a plan is in place which ensures your child makes as much progress as possible.
- The EHCP will outline the funding for additional support your child will receive, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be employed to support your child with whole class learning, run individual programmes or run small groups including your child.

How is extra support allocated to children?

- The school budget, received from South Gloucestershire LA, includes money for supporting children with SEND.
- The Head Teacher sets the budget for SEND in consultation with school governors, on the basis of school needs. This includes resources, training and support for staff and pupils.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - children receiving support already,
 - children needing extra support,
 - the children who have been identified as not making expected progress

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Teaching assistants
- Educational Psychologist (additional time)
- Behaviour Support Team
- Inclusion Support Team
- Educational Welfare Service

Paid for centrally but delivered in school:

- Educational Psychology Service (Statutory time)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Inclusion Team (Statutory)
- School Nurse
- Occupational Therapy

How are the teachers in school helped to support children with SEND and what training do they have?

- The SENDCo role is to support the class teacher in planning for children with any additional needs.
- Training needs are identified and reviewed in conjunction with school needs.
- The school has a comprehensive training plan to improve the teaching and learning of children, including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups, e.g. coloured overlays and/or coloured paper, specific targeted learning programs.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher and at Pupil Progress Meetings three times a year.
- His/her progress is monitored and assessed against National Curriculum Age Related Expectations (AREs) at least three times a year in Reading, Writing and Maths.
- Children in Foundation Stage will be assessed against the Early Years Foundation Stage Profile.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs).

- For children who are working below the standard of the National Curriculum tests in either key stage, their attainment will be measured against Pre-Key Stage standards.
- Class provision maps, which will outline individual needs as well as any specific group needs, are reviewed and updated three times a year or more if necessary.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all adults involved with the child's education.
- The SENDCo will also monitor that your child is making good progress.

What support do we have for you as a parent of child with an SEND?

- The class teacher will discuss your child's progress or any concerns you may have and share information about successful strategies.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have.
- All information from outside professionals will be discussed with you, or where this is not possible, given to you in a report.
- Homework will be adjusted to suit your child's individual needs.
- A home/school contact book may be used to support communication if appropriate.

The following are useful websites for support:

<https://www.supportiveparents.org.uk/>
<https://www.sglospc.org.uk/>

What support is available at Alexander Hosea Primary School for your child's overall well-being, and their emotional, mental and social development?

We support the emotional, mental and social development of children and young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying.

We have the following provision for ensuring a high standard of emotional and social development:

- Regular PSHE (Jigsaw) sessions in classes
- Social skills groups
- Speaking and listening groups
- We recognise the importance of teaching children about diversity through our PSHE sessions and through dedicated weeks such as: anti-bullying week, autism awareness week

Is Alexander Hosea Primary School Primary School accessible to children with SEND?

- As the building is on ground level, it is easily accessible with doorways and corridors wide enough to accommodate wheelchairs.
- We have a disabled toilet with a shower facility.

- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Dyslexia friendly font (Tahoma) and coloured paper or overlays are used to support children with dyslexia.

Please refer to accessibility plan for further information.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - Special visit opportunities for children with SEND are arranged with local secondary schools
- When moving classes in school:
 - Information will be passed on to the new class teacher, a transition meeting will take place. All records will be shared with the new teacher.
 - A transition book will be made, if necessary, to meet individual needs which will include pictures and relevant information.
 - Additional opportunities to meet with the new class teacher and teaching assistants can be arranged where possible to support your child in their transition.

What should I do if I am not happy with the provision at Alexander Hosea Primary School for my child with SEND?

It is important to speak to your child's class teacher if you have any concerns. If you do not feel this has helped, contact the SENDCo or Headteacher. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Governing body. A copy of the school's Complaints Procedure is available on the website with further information.

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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