

SEND Information Report.

- **Point of contact** for parents, if they are concerned about their child - SENCo – Gilli Garvey or the child's class teacher.
- **Identification of a SEN** within school is made if the child fails to make progress whilst accessing high quality teaching – the children are monitored on a day to day basis and more formally on a termly basis, when reporting levels, etc.
- *Interventions* are put in place – small group work/1:1 work with a member of the teaching team, specialist equipment or support from the learning mentors for issues regarding social, emotional needs, etc. The school is very good at supporting children's well-being by having a very child-centred ethos and an extremely positive approach to behaviour management. Maths in KS2 – children are in a set that caters for children within a very narrow ability band.
- **Sharing information** - twice a year we have Parents'/Carers' Evening to discuss your child's progress and strategies for helping the child. For children with SEN, school allocates a much longer time, often outside of Parents' Evening to allow for discussion about the child's needs. Class teachers are available at the end of the

day for more informal questions/ concerns raised, etc. The SENCo is available to discuss any concerns.

- **Early Years** – if your child has a SEN that has been identified by the health visitor, school will usually be informed before the child joins nursery. We work very closely with health visitors, the Child Development Service and the pre-school AEN service to ensure your child has a carefully planned transition to school and your concerns are dealt with before the child joins us. In EYFS, you will have some daily contact with your child's teacher/support staff on an informal basis. We will work together to agree the best way to support your child.
- **Outside Agencies** - The SENCo liaises with:
 - QEST team - a team of specialist teachers
 - Educational Psychologists
 - Child Development Service
 - Child and Adolescent Mental Health (Reflections)
 - Health Visitors
 - Pre-school AEN Service
 - Paediatricians, consultants and GPs
 - Hearing Impairment and Visual Impairment/Physical Disability Team
 - Physiotherapy
 - Speech and Language Therapy
 - Any other service that may be involved with a child with needs
- **Training** – the SENCO arranges training for staff within school, appropriate to their level of expertise and the needs of the child they may be supporting. She also arranges INSET for the whole staff in order to constantly improve and update the whole team's knowledge/practice regarding children with needs.
- **Extra-curricular Activities** – all children in the school are encouraged to join extra-curricular activities and school trips, regardless of ability or need. If a child requires support to access an activity, we will do our utmost to support the child within the activity, unless we deem it unsafe for them or the other children within the group.
- **Physical Environment** – the entrance to school is physically accessible to all children, having ramps at the doorways. We are careful to arrange our classrooms appropriately to accommodate children who may use a walking frame, etc. We do our utmost to make any adjustments a child may need to enable them to access school on an equal basis to their peers.
- **Transition** - The SENCo works with the parents/carers and the class teachers to ensure smooth transitions between our school and another setting or indeed within the setting. We arrange visits to the new settings, liaise with staff, support parents in visiting, etc.
- *Allocation of resources* – *If a child has a statement or Education, Health and Care Plan, there will be a budget*

allocated to school to help to meet the needs of the child. Through discussion with parents and professionals, the budget will be allocated in a way which is most suited to meet these needs, whether it be by support from a teaching assistant, a piece of specialist equipment, etc. For children with lower level needs, school allocates SEND resources dependant on the level of need and the appropriate interventions to meet the need. We have provision maps to outline the support offered to the children. We recognise that discussion with parents/carers is crucial to agreeing the most effective way to meet the needs of their child.

- **Parental involvement** – We have close links with all our parents/ carers and we value your involvement. We know that the best way to meet the needs of a child is by working together with the people most involved in the child's life. In this way, we would welcome any contact/involvement from any parent/carers and we are happy to discuss different ways of achieving this.
- **SEND policy** – [create a link.](#)