

# Misterton Primary School

## SEN Information Report

September 2016

### Our School Vision

Misterton Primary School works alongside our  
parents and community to  
build our children's Learning Powers,  
so that our children:

- Become Resilient, Reflective, Resourceful learners
- are willing to Take Risks in their learning
  - build effective Relationships and work together
    - engage in and enjoy learning

Learning together, achieving together

Misterton Primary School is a mainstream primary school with an inclusive ethos. We value the contribution which every pupil makes to our school and the community.

We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training are vital to unlocking their potential. (Code of Practice 2014)

The four broad 'areas of need' that children may experience, as recognised by Nottinghamshire Local Authority are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

### **The LA Local offer**

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs. This is the 'Local offer'

It is the intention of the Local Offer to improve choice and transparency for families. It is a resource for parents to understand the range of services and provision in the local area.

Information about the Local Authority's Local offer can be found at

[www.nottinghamshire.gov.uk/learning/schools/special-educational-needs](http://www.nottinghamshire.gov.uk/learning/schools/special-educational-needs)

### **Admission Arrangements**

At Misterton Primary School we work in partnership with the child, parents and previous setting to ensure that a planned transition is in place for any vulnerable child. This may include visits to the previous setting prior to the point of transition, conversations and handover of documents with staff from the previous setting and meetings with the parents to ensure the success of starting school. Several visits can be planned into this enabling the child to feel confident about their new school. This is done with the child at the centre of all decisions.

*Please see Admission arrangements on the website for further guidance.*

#### **1.How does the school know if the children need extra help?**

Children are identified as having SEND through a variety of ways, which may include some of the following:

- Liaison with previous school or setting
- Concerns raised by a teacher, parent or young person
- Child working below 'age related' expected levels within the curriculum

- Liaison with outside agencies for advice regarding physical/sensory difficulties, speech and language and learning challenges.
- Changes in behaviour and/or self esteem which may be affecting learning

## **2.What should I do if I think my child has special educational needs?**

The class teacher is the initial point of contact for sharing and responding to your concerns. They will then consult with the schools Inclusion Leader (SENCO). This may lead to further meetings. Depending on the severity of the difficulty the SENCO, with your permission, may involve asking for support and advice from an outside agency.

The school SEN Governor can also be contacted for support. Mrs Debbie Smith and Mrs Sandra Young are our SEN Governor and may be contacted via the school office on 01427 890284

## **3.How will the school support my child?**

- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that appropriate progress is made in every area.
- If your child has a specific area of need such as spelling, numeracy, literacy skills etc, they may be placed in a small intervention group run by the teacher or teaching assistant.
- The interventions are reviewed regularly to inform future planning.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Pupil progress meetings are held half termly. The progress of the pupils is discussed with the class teacher and with the Head teacher. This discussion may highlight any potential problems and interventions can be planned.
- Occasionally a pupil may need support from an outside agency. After an assessment by the agency a programme of support may be provided.
- A few children have extremely complex learning or behavioural needs, with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups, parents are able to ask for an Educational Health Care Plan. After the request has been made to a Panel of Professionals they will decide whether they think your child's needs seem complex enough for a statutory assessment. If this is the case they will ask you and all the other professionals involved 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 and give suggestions for enhancing your child's support. After the reports have been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan.

## **4. How accessible is the school environment and how will my child be included?**

The school is easily accessible for children or adults with a disability. All ground level areas of the school are accessible by wheelchair. There is a toilet, shower and changing facility for disabled use. A disabled parking bay is in the school car park. Activities and school visits are available to all pupils. We provide the necessary support to ensure that these are successful. Risk assessments are carried out and procedures put in place to enable all pupils to participate.

After school provision and extra curricular activities are accessible to all children, including those with SEN

#### **5. How will the teaching be matched to my child's needs?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will use their best endeavour to ensure that your child's needs are met.

- Teaching assistants, under the direction of the class teacher, can adapt the 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.
- Targets will be set according to the area of need. We recognise that you know your children well and you will be asked for your views as the teacher writes the targets.
- If recommended, specialist equipment may be given to your child, eg. writing slopes

#### **6. How will I know how my child is doing?**

- You are welcome to make an appointment to meet with your child's class teacher or SENCO at any time during the year to discuss how your child is getting on.
- Parents are invited to meet with the class teacher termly.
- Targets sheets and provision maps are shared with parents.
- A written report is provided annually at the end of the school year.

#### **7. How will you help me to support my child's learning?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well in school and at home.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside agencies will be discussed with you, or where this is not possible, a report will be sent.
- Personal progress targets will be reviewed with your involvement every term.
- Homework will be reasonably adjusted as needed to meet your children's individual requirements.

#### **8. How are the staff in school helped to work with children with SEN?**

The SENCO's job is to support the staff in planning for children with SEN

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school

training on SEN issues, such as Autism Spectrum Disorder, working memory and dyslexia difficulties.

- Individual teachers and teaching assistants attend training courses run by outside agencies that are relevant to the needs of specific children.

### **9. What specialist service and expertise is available at the school?**

At times it may be necessary to consult with outside agencies to receive more specialist expertise. The agencies used may include:

- Educational psychologist
- School nurse
- Social care
- Counselling
- Occupational therapist
- Schools and Family Specialist Service
- Cognition and Learning Team
- Speech and Language therapist

### **10. How will we support your child's emotional, mental and social development?**

We recognise that some children have these extra needs that require nurturing. These needs can manifest themselves in a number of ways, including behavioural difficulties.

All classes follow a Personal, Social, Health and Economic education. However, some children find aspects of this difficult so we may offer:

- Nurture sessions
- Circle of Friends
- Counselling
- Lunchtime and playtime support

All children at Misterton Primary are well cared for and all staff take responsibility for their care. Our curriculum teacher's children how we all have differences and deals with any views which may not reflect our schools ethos. We work closely with the equality access team on this matter.

### **11. If I am not happy with the provision, how can I share my concerns or make a complaint?**

If you are not happy with the SEN provision, please contact the class teacher or SEN coordinator or the Head teacher to share your concerns.

If you wish to make a complaint about the school, the Complaints procedure should be followed. A copy of the Complaints procedure is available on the school website or from the school office.