



# THE TELFORD PRIORY SCHOOL

## SEN INFORMATION REPORT

Policy revised August 2015	Review Date: September 2016
Reviewer:	Helen Philips Director of Inclusion

At The Telford Priory School, we strive to provide an environment where every child can thrive and achieve. Quality first teaching is our main support of our students with SEND but for some children there are occasions when additional support may be needed to help them to achieve their targets.

### Children and Families Bill 2013

The Children and families Bill takes forward the Government's commitments to improve services for vulnerable children and to support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs and disabilities, so that services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration - A New Approach to Special Educational Needs and Disability: Progress by Next Steps* by:

- Replacing statements and learning difficulty assessments with a new Birth to 25 Education and Health Care Plan, extending rights and protections to young people in further education and training and offering families more control over the support they need
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support

### What is the Local Offer?

The Local Offer was first introduced in the Green Paper as a local offer of all the services available to support disabled children, children with SEN and their families. This information will let parents/carers and young people know how schools and colleges will support them and what they can expect across the local settings. During the last year, the **Local offer Steering Group** has developed questions for schools and academies and trialled them with a small number of settings.

There are 14 questions, devised in consultation with parents/carers and other agencies. These will be answered by agencies, schools, academies and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are The Telford Priory School responses to these questions (September 2015)

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

We know when students need additional help if:

- Concerns are raised during the primary to secondary transition phase
- Concerns are raised by parents/carers, teachers or the students
- Limited progress is being made
- There is a change in the student's behaviour and/or progress. (All students' progress and attainment levels are reviewed by their teachers at the end of each half-term.)

**2. How will the school staff support my child?**

- All staff are committed to providing your child with high quality differentiated teaching to ensure their learning needs are met
- Your child may receive targeted support from Teaching Assistants in their lessons
- Your child may be placed in a class where the group size is small, (15 students or fewer)
- Your child may receive access arrangements to support them during examinations. Use of scribe, a reader and additional time are just some of the arrangements we put in place for exams and these can mirror everyday practice within the learning environment

If your child has needs related to more specific areas of their education such as spelling, handwriting, numeracy etc, then your child may be placed in a small focus group which will be run by a Teacher or Teaching Assistant. The length of time of the intervention will vary according to need but the interventions will be reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

**3. How will the curriculum be matched to my child's needs?**

- The curriculum will be matched to your child's needs through high quality, differentiated teaching
- Your child will be placed in appropriately sized teaching groups, with pupils of similar ability
- If appropriate, specialist equipment may be given to your child to use in lessons. Writing slopes, laptops, reading pens, pen/pencil grips and coloured overlays are just some examples of such equipment
- The school also makes 'reasonable adjustments' to the curriculum for students with specific needs, which may include the opportunity to access alternative internal and external provision.

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

- You will be kept informed of how your child is doing through progress reports, parents' evenings, consultation days. Communication via phone, letter or email may also take place
- If you have any concerns about the progress your child is making, appointments can be made to speak to the class teacher or the Director of Inclusion, Miss Phillips

**5. What support will there be for my child's overall well-being?**

- The school has a very strong pastoral system. Your child will be allocated a Tutor, who they will meet on a daily basis. The schools programme of Personal, Social, Health and Economic Education is also delivered by your child's Tutor
- For those students who are encountering emotional difficulties, the school offers a wide variety of pastoral support, including Support Managers and the individual school SEND base, a supportive environment for vulnerable students

- If your child has a complex medical need, then a detailed Care Plan is compiled in consultation with parents/carers. These may be shared with staff who are involved with your child, if this is deemed appropriate
- Where necessary and in agreement with parents/carers, medicines are administered in the school but only where a signed Medical Consent form is in place

#### **6. What specialist services and expertise are available at or accessed by the school?**

At times, it may be necessary to consult with outside agencies to enable students to benefit from their expertise. The outside agencies used by the school include:

- CAMHS (Child and Adolescent Support Team)
- Child Protection/Safeguarding Advisors
- Educational welfare Officer (Mrs Carvell)
- PASS (Physical and Sensory Service) to support students with hearing/visual impairment
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Relateen
- School Nurse
- Educational Psychology service
- BST (Behaviour Support Team)
- LSAT (Learning Support Advisory Teacher)
- FAP (Fair Access Panel)
- Future Focus
- Haughton Outreach
- Family Connect
- Information Advise Support Service (IASS)
- CSOs (Community Support Officers)

#### **7. What training are the staff supporting children with special educational needs and disabilities (SEND) having?**

- All new staff joining the school receives SEND training as part of an induction programme
- There is a comprehensive CPD programme throughout the academic year for all staff and this includes training on SEND
- Teaching Assistants receive more specific training on a range of issues, often linked to the students they support

#### **8. How will my child be included in activities outside the classroom, including school trips?**

- The school works closely with parents/carers to ensure that students with SEND are fully included in activities outside of the classroom
- When organising activities, it is the responsibility of the member of staff leading the activity to ensure that an appropriate level of support is in place. This may include additional staffing to support students and carrying out a risk assessment

#### **9. How accessible is the school environment?**

- The school building complies with the standards and regulations outlined in the Disability Discrimination Act 1995
- There are a number of aspects of the building which mean that it is accessible to children with SEND, including the lifts and disabled toilet facilities but we are always happy to discuss individual access requirements

**10. How will The Telford Priory School prepare and support my child to join the school or transfer to the next stage of education and life?**

- Prior to joining the school, year 6 students attend two induction days to support the transfer from the primary to secondary phase
- Children with SEND are invited to make additional visits to familiarise themselves with the building routines and key members of staff. Miss Phillips, the Director of Inclusion liaises with SENCOs from other schools to exchange information. Where a child may have more specialised needs, a separate meeting or meetings may be arranged
- The school works closely with future focus to support the transition into post-16 education, higher education and apprenticeships. To support this, we liaise with various providers to arrange visits and taster days. Students with SEND receive additional support in this area and transition plans are used to ensure that the providers of post 16 education are fully aware of the young person's needs

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources but this does very much depend upon an individual's needs.

**12. How is the decision made about what type and how much support my child will receive?**

The type of support that your child will receive is based upon their level of need. Decisions are based upon termly tracking of student progress and as a result of assessments by outside agencies.

The SEND register is reviewed and updated on a termly basis to ensure it reflects the students who require additional support or intervention.

**13. How will parents/carers be involved in planning for their child's education?**

All parents/carers are encouraged to contribute to their child's education.

This may be through:

- Discussions with the subject teacher
- Discussions with your child's Tutor during consultation evenings
- Discussions with your child's Head of House
- Discussions with Miss Phillips and/or other professionals

During the course of the school year, parents are asked to complete questionnaires where parental/carer views are recorded and used to help improve the quality of education that we provide.

**14. Who can I contact for further information or if I have concerns about the support my child is receiving?**

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the **Director of Inclusion, Miss Phillips**.