



APLEY WOOD

PRIMARY SCHOOL

SEND Information Report 2015

A SEND information report will be produced annually to reflect changes and plans within the school. The report states the current provision at Apley Wood Primary School.

What are the kinds of special educational needs for which provision is made at Apley Wood Primary School?

Apley Wood Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA Admissions Policy.

A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

- Communication and Interaction - for example, where children have speech, language and communication difficulties or autistic spectrum disorders which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Cognition and Learning - for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy.
- Social, Emotional and Mental Health Difficulties - for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.
- Sensory and/or Physical Needs - for example, children with visual and/ or hearing impairments or a physical need that means they must have additional on-going support and equipment.

At Apley Wood Primary School, we currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, may fall into more than one category. We have a wide range of provision in place to meet the needs of all children with SEND in our school.

What are the school's policies for the identification and assessment of pupils/students attending the school?

The staged approach to the identification and provision for children with Special Educational Needs (SEN) involves a graduated response from within school resources and the involvement of outside support agencies, if necessary. We follow the 'Assess, Plan, Do, Review' approach to identifying pupils with SEND as specified in the SEN Code of Practice.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance judged against National Curriculum expectations.
- Pupil progress in relation to objectives for English and Maths
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations (including those from outside agencies and Common Assessment Framework [CAF] meetings)
- Records from feeder schools, etc.
- Information from families

If a child has not made as much progress as hoped we (the teachers and teaching assistants) plan what we are going to do to support the child and to hopefully assist them in making greater progress. After a period of time, up to a term, we review how successful we have been and the progress the child has made. At this point it may be decided that no further support is required at this time or we may need to plan for further provision to be put in place. At this point it may be felt that we need to place the child on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. If it becomes apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to request an Education, Health and Care Plan (EHCP)

Parents/carers, families and significant others are encouraged to participate with the school in supporting a child with special educational needs. They are also fully consulted and informed about interventions to help their child, and progress being made.

Assessment of pupils with SEND

Individual provision maps are written by the class teachers with parental and pupil involvement which are reviewed every 6 weeks. The SENDCo is responsible for monitoring these and the progress and attainment of SEND pupils every term.

What is the provision for pupils/students at Apley Wood Primary School and how is it evaluated?

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Apley Wood Primary School are responsible for identifying pupils with SEN and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage and are accessing

quality first teaching and focussed intervention and support. Following pupil progress tracking by class teachers and SENDCo, they will decide which interventions are necessary to support the pupil and these will be linked to the targets on their individual provision map. The school offers a wide range of interventions which Teaching Assistants and Teachers are trained in. Some of these are brought in packages (produced nationally) whilst others are bespoke interventions which have been developed to meet particular needs. During the interventions, teaching assistants keep records of observations and progress. The targets are then reviewed half termly with parents. The quality of support offered through our intervention programmes is monitored through SLT learning walks/observations and the SENDCo also observes individual intervention groups over the year.

What training do staff have in relation to the needs of pupils/students at Apley Wood Primary School?

The SENDCo attends Local Authority briefings to keep up to date with any legislative changes in SEND.

All teaching and support staff access training through the Local Authority and those provided by outside agencies.

During 2014-15 Staff have completed professional development in the following areas:

- Read, Write Inc phonics
- Manual handling
- Autism Spectrum Disorders
- Autism beyond the visual timetable
- Makaton
- Planning & Supporting Children with Medical Needs
- MAPPA refresher training
- Understanding and addressing challenging behaviour
- Complex Needs

A focus for 2015 will be to access training to enhance provision for pupils with dyslexia and dyscalculia.

How will equipment and facilities be provided to support pupils/students at Apley Wood Primary School?

The School SENDCo is responsible for ordering any additional resources which children with SEND may require. The school follows the advice of outside agencies such as Speech & Language and Occupational Therapy to ensure that children's needs are supported appropriately.

Resources commonly used within school include:

- Writing slopes, pencil grips, wobble/wedge cushions, Fiddle toys
- Tinted overlays, alphabet strips, practical maths equipment, talking tins, Clicker 6

For those with more complex needs then specialist equipment is used such as standing frames, braille machines etc.

Facilities

We pride ourselves on being a school which actively seeks to be fully accessible. Our ground floor is wheel chair accessible for pupils and parents due to wide corridors, appropriate width door openings, automatic release fire doors enabling independent access around the building.

Disabled toilets are located in both key stages including shower facilities (including Argeo bed) in Key Stage One.

Outdoor areas are accessible in the main. The pirate ship was designed specifically to enable access for our wheelchair users and pupils with complex needs.

All classes are fitted with window blinds and carpets to improve access for children with sensory needs.

We have an Inclusion room which is a specific area for 1:1 or group nurture support and to support those with emotional and social development needs. This room includes a range of facilities including a dark tent, calming light resources and comfortable seating/bean bags.

What are the arrangements for consulting parents of children/young people at Apley Wood Primary School and involving them in the education of their child?

Home School communication is regarded highly at Apley Wood. Parents are able to speak to staff at 8.45am when they are collected from the playground and at the end of the school day. Parents of pupils with SEND are invited to meetings twice a term to set and review targets. Further appointments can be made with the class teacher, Inclusion Mentor or SENDCo when required by contacting school. There is an open evening in the Summer term when parents have opportunity to meet their child's new class teacher for the following year. There are also regular parent events throughout the year which parents are invited to.

What are the arrangements for consulting young people at Apley Wood Primary School about, and involving them in their education?

At Apley Wood Primary School we want our children to make a positive contribution to our school and local community so seeking their views is important to us. We view communication and social skills as vital to future success.

We have a well-established and enthusiastic School Council who are voted into their roles by their peers. The School Council meet regularly and have a huge part in events, initiatives and changes taking place at school.

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils/student.

Children's Safeguarding Team - We also have team of 8 Year 5 and Year 6 pupils who act as ambassadors promoting safeguarding at school. They participate in workshops and lead assemblies on a wide range of relevant issues.

Pupil Voice

All pupils are actively involved in making decisions as learners and making choices about the contexts for their learning experiences. In addition to this, all pupils are involved in whole school decision making through the use of the token vote system. Throughout the year there are regular opportunities for pupils to have their say about school life. Subject co-ordinators use pupil voice questionnaires to assess the impact in their subject areas and a yearly safety and behaviour questionnaire is completed by all pupils.

What are the arrangements made by the Governing Body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Apley Wood Primary School?

The Governing Body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the headteacher, SENDCo and Link Governor at the committee and Full Governing Body meeting.

If parents are unsure of the support their child is receiving, in the first instance they should discuss this with the class teacher. If the issue is not resolved it may be necessary to speak to the SENDCo or the Headteacher or as a last resort the local Authority.

The process for all complaints is made available on the school website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Apley Wood Primary School and in supporting their families?

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School; others have different lines of management as can be seen below.

Classroom staff are employed directly by the school. This includes teachers, HLTAs, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies who have office bases elsewhere and work in school on particular days or as necessary e.g. counsellors

School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS LD team and Physiotherapists are employees of Shropshire Community Health Trust. All these professionals work within school training staff, advising staff, working with children and young people.

The Sensory Inclusion Service staff – advisory teachers - are employed by the Local Authority, not the school, and are within the Children Specialist Services team. They provide staff training and advice on individual children's needs.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services.

We also access staff from volunteer agencies to support pupils. E.g.: The Beanstalk reading programme.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

Induction is important to us and we invest time in welcoming new children and their families to our school.

All transitions are well planned for through-out school as children and students move from class to class and phase to phase. Information will be passed on to the new class teacher and Individual provision Maps (IPMs) will be shared with the new teacher, pupil and family.

If children are new to our school/join from another setting parents will be invited to look around the school and meet staff. The school will contact any early years settings, or other schools the child has attended to gather information about their needs. Contact will also be made with any specialist services as necessary.

Pupils moving to new settings are supported by making opportunities available to them to attend the new setting. Where appropriate, a transition plan will be developed in partnership with parents, the child and staff to ensure the child enjoys a smooth move to their new setting. In some cases, children may be provided with a personal transition booklet containing photographs and important information to be shared with the child to help them settle quickly. When a child moves school, the SENDCo will ensure all relevant information is passed on and will contact the SENDCo of the new school to discuss the child's needs.

In a similar way staff work closely with local secondary schools to develop transition programmes to support children and their families as they move on to KS3. Additional transition days will be arranged for some pupils to help ensure a smooth transition to secondary school.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website on our own School SEND Offer and there is a direct link to Telford and Wrekin's Local SEND Offer (www.telford.gov.uk) from the SEN page of our website.

If you have any queries or requests for policies or information relating to this report please contact the SENDCo on 01952 386180

October 2015.

To be reviewed July 2016.