

**Shortstown Primary School Parents' Information**  
**SEND information Report 2017**

<p><b>Introduction</b></p>	<p>Shortstown Primary became part of the Multi Academy trust (MAT) - HEART Academies. However, the approach to meeting the needs of pupils with Special Educational Needs continues to reflect the National and Local expectations and children are supported by the LA and MAT to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.</p> <p>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.</p> <p>The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.</p> <p><b>What is the Local Offer?</b>  <b>The LA Local Offer</b>  The <i>Children and Families Bill</i> will become enacted in 2014. From this date, 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 (SEN) aged 0-25. This is the 'Local Offer'.  The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.</p> <p><b>The School SEN Information Report</b>  This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.</p>
<p>Your child has Special Educational Needs</p> <p>What can we at Shortstown Primary School offer you?</p>	<p>Shortstown Primary School, is an inclusive school and we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs. At all stages of the listed processes, parents / guardians and the young people are involved in discussions and decision making around their abilities and special requirements.</p> <p>Shortstown Primary School provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication and interaction</li> <li><input type="checkbox"/> Cognition and learning</li> <li><input type="checkbox"/> Social, emotional and mental health difficulties</li> <li><input type="checkbox"/> Sensory and/or physical needs</li> </ul> <p>We currently have 330 children on role with an additional 73 families accessing our preschool.</p> <p>We have a total of 63 children recognised with Special Educational Needs, 8 with Educational Health Care Plans (EHCP) and 26 Educational psychologist reports, identifying needs across the areas listed above.</p>
<p>How can I let school know that I am concerned about my child's progress?</p>	<p>If you have concerns about your child's progress, you should speak to your child's class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo).  The Head Teacher and / or the school SEND Governor can also be contacted for support via the office</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>• Regular assessments in the classroom and during out of hours education provides information on children's progress in all aspects of their development.</li> <li>• Any concerns will be raised with the parent, where we will listen to any concerns you may have.</li> <li>• Meeting may be arranged with the inclusion manager for further monitoring to be decided.</li> <li>• Support will be agreed with the parent to help any issues at school level.</li> <li>• If concerns continue, discussions with external agencies will be organised, once agreed with parents.</li> <li>• Additional professional advice will be adhered to and implemented in the form on IEP's</li> <li>• As an inclusive school we are currently catering for a number of children with a variety of needs</li> </ul>

<p>Who are the best people to talk to in this school about my child's difficulties with learning / Special educational needs or Disabilities (SEND)?</p>	<p><b>The class teacher</b>  Responsible for  Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.  Writing Pupil Progress targets/Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.  Personalised teaching and learning for your child as identified on the school's provision map.  Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.</p> <p><b>The SENCo/Inclusion Manager: Mrs Gina Bobbett</b>  Responsible for  Developing and reviewing the school's SEN policy.  Co-ordinating all the support for children with special educational needs or disabilities (SEND)  Ensuring that you are  i) involved in supporting your child's learning  ii) kept informed about the support your child is getting  iii) involved in reviewing how they are doing.  Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.  Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.  Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.</p> <p><b>The Head teacher: Mrs Denise Cottam</b>  Responsible for  The day-to-day management of all aspects of the school; this includes the support for children with SEND.  The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.  The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.</p> <p><b>The SEND Governor: Mrs Lesley Adam</b>  Responsible for  Making sure that the necessary support is given for any child with SEND who attends the school.</p> <p>School contact telephone number: 01234 740881, <a href="mailto:office@shortstownprimary.co.uk">office@shortstownprimary.co.uk</a></p>
<p>What support do we have for you as a parent of a child with SEND?</p>	<ul style="list-style-type: none"> <li>• 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 at home and school, so that similar strategies can be used.</li> <li>• There is a member of the senior team available on the main door every morning and evening. All class teachers are available at the end of the day.</li> <li>• The Inclusion Manager and family support worker are available to meet with you to discuss your child's progress or any concerns/worries you may have. Appointments can be through the school office.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</li> <li>• Personal progress targets /IEPs will be reviewed with your involvement every term or, in some cases, every half term.</li> <li>• Homework will be adjusted as needed to your child's individual requirements.</li> <li>• A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.</li> <li>• Official parent consultation meetings are held through the year.</li> <li>• Communication with parents is an important part of the school.</li> </ul>
<p>How will my child be involved with their provision?</p>	<p>Pupil voice is an important part of how Shortstown Primary makes decisions around policies and procedures.</p>

	<ul style="list-style-type: none"> <li>• A4 pupil profiles are completed with the young person to identify their aspirations, wants and requirements. They are given the opportunity to share their thoughts on how they would like support in their learning and in school.</li> <li>• The IEPs also include children’s comments and feedback. This is used to support next steps and identify progress.</li> <li>• Children’s targets are written as they will understand and are kept with them to remind them of their learning and help them accomplish their goals.</li> <li>• There are a number of student led committees in school, the student council, safety team and the behaviour support team, there are also a number of children responsible for peer support, all of whom can aid pupil voice in the school.</li> <li>• All children have the opportunity to participate in all aspects of school life and leadership, regardless of needs.</li> </ul>
<p>How will we measure progress of your child in school?</p>	<ul style="list-style-type: none"> <li>• Your child’s progress will be continually monitored by his/her class teacher.</li> <li>• His/her progress will be reviewed formally with the SENCo every term, every half term in some cases, in reading, writing and numeracy.</li> <li>• Regular meetings between class practitioners / keyworkers and inclusion manager</li> <li>• 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). This is something the government requires all schools to do and are the results that are published nationally.</li> <li>• Where necessary, children will have an IEP) or targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.</li> <li>• The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child’s education.</li> <li>• The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.</li> <li>• Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.</li> <li>• Progress meetings at parent evenings and through 3 reports a year. IEP meetings at least once a term, half termly or more regularly, depending upon individual requirements. Parent and pupil voice will form part of the review process.</li> <li>• Access to family support worker and inclusion manager as required to support any concerns or training needs.</li> <li>• Meetings involving all professionals involved with the child’s care and development, as regularly as required.</li> <li>• All agreed strategies are shared with staff involved in child’s school life and feedback received is included and discussed during the parent review meetings, or sooner if required.</li> </ul>
<p>How will we support your child when they are joining the school? Leaving this school? Or moving on to another class?</p>	<p>We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.</p> <p><b>If your child is joining us from another school:</b></p> <p>The team around the child entering the setting will include the Head teacher, inclusion manager, class teacher and any other staff who will be supporting the child and on occasion the family support worker. The team will liaise with the child’s current setting to aid transition.</p> <p>The SENCo will visit schools and pre-schools with the class teacher when appropriate.</p> <p>Parents and any involved professionals will be invited to meet and discuss the child’s needs, to ensure the school can accommodate the requirements.</p> <p>Your child will be able to visit our school and stay for a taster session, if this is appropriate.</p> <p><b>If your child is moving to another school:</b></p> <p>We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.</p> <p>We will make sure that all records about your child are passed on as soon as possible.</p>

### **When moving classes in school:**

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.

Transition opportunities are planned for all children to work with their new teachers and develop relationships before moving to a new class.

Transition between all year groups takes place with staff sharing information, opportunities for the parents to meet new staff and understand the next expectations.

### **In Year 6:**

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

Discussions between the settings will take place to ensure all records are transferred and information shared, any queries will be raised and discussed with necessary parties.

Throughout all processes the inclusion team will assist with changes and ensure the child's needs are being met.

What are the different types of support available for children with SEND in our school?



### **a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).**

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

#### **Specific group work**

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

#### **1:1 support**

- Children with more severe needs may be allocated a 1:1 support assistant through the statement / Educational Health care plan.
- The 1:1 would be working on targets from the plans and in conjunction with parents, class teachers and the inclusion manager.

### **b) Specialist groups run by outside agencies, e.g. Speech and Language therapy**

#### **SEN Code of Practice 2014: School Support (SS)**

This means a pupil has been identified by the SENCo/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the Behaviour Support Team or Health services
- Outside agencies such as the Education Psychology Service (EPS).

#### **What could happen:**

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 the school and you to understand your child's particular needs better and be able to support them more effectively in school.

	<p>The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.</p> <p><b>c) Specified Individual support</b></p> <ul style="list-style-type: none"> <li>• This type of support is available for children whose learning needs are severe, complex and lifelong.</li> <li>• This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.</li> <li>• This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (“Including All Children” documentation from LA).</li> <li>• Your child will also need specialist support in school from a professional outside the school. This may be from</li> <li>• Local Authority central services such as the Behaviour Support or Sensory Service (for students with a hearing or visual need).</li> <li>• Outside agencies such as the Speech and Language Therapy (SALT) Service.</li> </ul> <p><b>For your child this would mean</b></p> <ul style="list-style-type: none"> <li>• The school (or you) can request that Local Authority Services carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child.</li> <li>• After the request has been made to the ‘Panel of Professionals’ (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a 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 .</li> <li>• After the reports have all 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 a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The Statement or EHC Plan will outline any resources or number of hours of individual/small group support your child will receive and 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.</li> <li>• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul>
<p>How are the teachers in school helped to work with children with SEND and what training do teachers have?</p>	<p>The SENCo’s job is to support the class teacher 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 (ASD), Dyslexia, Story Links, ADHD and speech and language difficulties.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</p> <p>All staff receive training in positive behaviour management techniques</p>
<p>How will the teaching be adapted for my child with SEND?</p> 	<ul style="list-style-type: none"> <li>• As an all-inclusive school, all children’s needs are valued and addressed through planning and evaluation of progress.</li> <li>• Planning and teaching will be adapted, on a daily basis if needed, to meet your child’s learning needs.</li> <li>• There are a number of in school support systems including a Nurture unit, Social skill groups, emotional groups, outdoor groups, and intervention groups for Numeracy, Literacy and children with additional language.</li> <li>• The school attempts to provide more than one adult in the classroom to provide support to children’s changing needs.</li> <li>• Differentiation is planned for in numerous ways for example – through the use of different resources, adult support, adapted expectations and different learning environments, including quiet spaces and outdoors.</li> <li>• Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> </ul>

<p>How is extra support allocated to children and how do they progress in their learning?</p>	<p>The school budget, received from Bedford Borough, includes money for supporting children with SEND.</p> <p>The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.</p> <p>Governors will be informed where staff and budget decisions are needed, decisions are made with evidence from practitioners dealing with the child and the reports from the inclusion team.</p> <p>The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> <li>• the children getting extra support already,</li> <li>• the children needing extra support,</li> <li>• the children who have been identified as not making as much progress as would be expected.</li> </ul> <p>From this information, they decide what resources/training and support is needed. All resources are allocated to any individual as their need dictates</p> <p>The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.</p> <p>The school endeavours to put as much support in place to enable the child and family to succeed.</p> <p>All children's progress across all aspects of the curriculum are monitored and resources allocated accordingly. Where specific resources are targeted, impact will be judged on the original outcome expectations.</p> <p>All policies relating to SEND, behaviour and inclusion, can be found on the website.</p>
<p>How is Shortstown Primary School accessible to children with SEND?</p> 	<ul style="list-style-type: none"> <li>• The school is fully compliant with DDA requirements.</li> <li>• The school is on one floor with easy access and double doors.</li> <li>• The front desk has a wheel-chair height section and is DDA compliant.</li> <li>• There are five disabled toilets, shower area and changing facilities.</li> <li>• We ensure where ever possible that equipment used is accessible to all children regardless of their needs.</li> <li>• After-school provision is accessible to all children, including those with SEND.</li> <li>• Extra-curricular activities are accessible for children with SEND.</li> <li>• There is a T system for hearing impaired children including a portable system.</li> <li>• Interpreters are used as required to support any additional languages.</li> <li>• All equipment in school is asset registers and audited yearly. Locked cupboards are also available.</li> </ul>
<p>Who are the other people providing services to children with SEND in this school?</p>	<p><b>School provision</b></p> <ul style="list-style-type: none"> <li>• Teachers responsible for teaching SEN groups/individuals on a part-time basis.</li> <li>• Teaching Assistants and HLTAs mainly working in the Group Rooms with either individual children or small groups.</li> <li>• ICT support in the form of writing and maths programmes is delivered by teaching assistants during specified ICT lessons and small group or individual sessions, according to need.</li> <li>• Teacher and teaching assistant offering support for children with emotional and social development through our Nurture Group</li> <li>• 1:1 support linked to specific objectives highlighted in the Education Health Care plan, Educational Psychologist reports, or other professional recommendations.</li> <li>• Ongoing training for staff supporting specific needs in school, linked directly to the child's requirements. This is disseminated to all staff in contact with the child.</li> <li>• Family support worker and inclusion manager attends network groups and the behaviour and attendance panel to share information.</li> <li>• The team have close links with a number of external agencies to support the different needs of the children and have up to date EHA training. (Early Help Assessment) to support families in accessing a variety of external agencies.</li> </ul> <p><b>Local Authority Provision delivered in school</b></p> <p>Educational Psychology Service  Sensory Service for children with visual or hearing needs  Parent Partnership Service  SALT (Speech and Language Therapy)  Behaviour support panel</p>

	<p><b>Health Provision delivered in school</b>  School Nurse  Occupational Therapy  Physiotherapy  CAMHs</p>
<p>How well do children achieve?</p>	<p>School overview commentary - based on interpretation of school data (both current data as well as previous years' outcomes)  EYFS baseline to end of EYFS is good  All cohort has a great diversity of needs, however there is individual progress and attainment. This includes progress evident on Boxalls using recommendations from Educational Psychologist reports and requests for EHCPlans.</p> <p>End of KS1 &amp; KS2 data  Cohort may appear below national. This is due to the high level needs however there is individual progress. The data shows progress from starting point.</p> <p><i>See data analysis in Standards section of the website</i></p>
<p>How will we support your child's emotional and social development?</p> 	<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.</p> <p>All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer</p> <ul style="list-style-type: none"> <li>• The school employs a family support worker who works closely with the inclusion manager. Part of her role is to monitor and support families with attendance. She works closely with the education welfare team at Bedford Borough.</li> <li>• The inclusion manager supports a number of emotional and social opportunities in school through group work and opportunities for external visits and workshops.</li> <li>• The school has a nurture unit for emotional development run by 2 members of staff, both trained and experienced in behaviour and emotional development of children.</li> <li>• We have a child information board in the centre of the school which holds contact numbers for support agencies such as Child Line, NSPCC, Young carers and what to do if upset or concerned about bullying, including cyber bullying. The board also shows photos of staff in school who can help.</li> <li>• There is a worry box for the children to place concerns in, this is emptied by the inclusion manager and all issues dealt with and support provided as required.</li> <li>• If any issues arise the children will be supported to discuss their feelings and share their thoughts.</li> <li>• There is a behaviour support group, Esafety group, student council and designated playleaders. These are all children known to the pupils who can be approached for support. The leaders and members of the group will then relay information to the relevant staff member to help solve any concerns.</li> <li>• There is a learning mentor to offer small group or 1:1 support for emotional needs.</li> <li>• There are a number of groups which operate during school with a focus on social skills, life skills and emotional support.</li> <li>• All staff receive behaviour training and support.</li> <li>• Behaviour plans are drawn up with the inclusion manager and all staff who deal with the child.</li> <li>• Bedford Borough education support team are utilised and external support sought.</li> <li>• The school works hard with all parties to try and prevent the exclusion of any child.</li> <li>• The school has been recognised as a St Johns school for first aid as the children receive first aid training and due to the number of staff trained in all levels of first aid.</li> <li>• There are staff dedicated to the administration of medicines and the policies and procedures are updated to reflect current expectations, including the new DFE guidance on medical needs.</li> </ul>

	<ul style="list-style-type: none"> <li>All children are involved in IEPs, behaviour plans and medical needs decisions and supported to understand the processes. Their input is also sought before major decisions are made and agreed with them, ie: for the request for a statement or external agency support.</li> </ul>
<p>What do we do if we are not happy?</p>	<ul style="list-style-type: none"> <li>Shortstown Primary school has an open door policy. We encourage all parents and families to speak with us highlighting any concerns. Discussions with the class teacher should be made in the first instance. Arrangements can be made for the inclusion manager and family support worker to be involved at any stage of the process.</li> <li>If the issue cannot be resolved in school, external agency support may be requested by both parties.</li> <li>The school complaints policy highlights any further steps. (found on the website)</li> <li>We would hope all concerns can be dealt with as they arise, in the best interest of the child.</li> </ul> <p><b>Have your say</b>  This SEND information report details our annual offer to learners with SEND, but to be effective it needs the views of all: parents/carers, learners, governors and staff. Please engage with our annual process to 'assess plan, do and review' provision for SEND.  Through the annual parent questionnaire, or contacting the SENCO – Mrs Gina Bobbett on 01234 740881 or by email: <a href="mailto:office@shortstownprimary.co.uk">office@shortstownprimary.co.uk</a></p>

Additional information can be found in the Inclusion Audit 2017