

Armathwaite Community Primary School SEND

Special Educational Needs and Disability ~ A Guide for Parents and Carers

The new Children & Families Act came into force on 1st September. One of its provisions is to replace statements (of special educational need) with education health and care plans (EHCs). These cover broader needs, not just educational, for children and young people (age 0-25).

At Armathwaite School we are committed to providing an appropriate and high quality education to all our students. We believe that all children, including those identified as having special educational needs (SEN), are entitled to a broad and balanced academic and social curriculum.

Children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of other children of the same age, or have a disability which prevents or hinders them from making use of educational facilities in a mainstream setting.

Our guide to special educational needs and disability (SEND) can be found below.

Special Educational Needs at Armathwaite School

At Armathwaite School we are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs and disabilities, have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We are committed to the provision for and the achievement of all learners.

This document describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his/her full potential.

Armathwaite Community Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Definition of Special Educational Needs and Disability

Children may have a disability or a special educational need if they have a **learning need** that calls for *additional provision* to be made for them.

Children have a *learning need* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them
- Attainment falls significantly outside the expected range, either above or below

This document explains how Armathwaite school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are made known to all who are likely to teach them. The school will continually strive to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs, to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the efficient education of other pupils with whom they are educated.

The school will have regard to the **Special Educational Needs and Disability Code of Practice 2014** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. At all times the school will carry out its best endeavours in educating children with SEND. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. At Armathwaite school we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

The school will carry out its best endeavours to meet the needs of children with the following SEND categories:

- Communication and interaction
- Cognition and learning

- Social, mental and emotional health
- Sensory and/or physical

Questions you may have:

Who are the best people to talk to about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?

How do I contact them?

If you have any concerns regarding the education needs (Communication and Interaction, Cognition & Learning, Social, mental and emotional health; and Sensory and/or Physical) of your child please talk to your child's teacher, or our school SENCo (Special Educational Needs Coordinator) Mrs Anderson or Head teacher Mrs Hepworth. We will listen to you and discuss how we can work together to support your child's needs and agree on what action will be taken. Equally if a teacher has any concerns regarding your child's educational needs they will contact you and the same process will be followed.

People who support children with special educational needs/ and or disabilities

The Teacher is responsible for:

- | | |
|---------------|---|
| Mrs Yates | • Identifying and planning any additional support your child will need. |
| Miss Barrett | • Adapting and differentiating the curriculum. |
| Mrs Anderson | • Monitoring progress. |
| Mrs Hepworth | • Working with all members of staff who support your child's needs to ensure that |
| Mrs Gill | these are met. |
| Mrs Brough | |
| Mrs Stockdale | |

Special Educational Needs Co-Ordinator (SENCo)

Mrs Barbara Anderson

is responsible for:

- Coordinating provision for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to ensure all children get a consistent, response to meeting their needs in school.
- Ensure that the teachers and all staff keep you informed and involved in supporting your child's development.
- Liaising with professionals who may come into school to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve their potential.
- Preparing an Education, Health and Care Plan where needed.
- Leading weekly planning, evaluating and monitoring meetings for teaching and support staff.

Our Specialist Teaching Assistant/Learning Skills Coordinator

Mrs Lesley Wylie

Mrs Wylie, our specialist teaching assistant provides early literacy support, reading intervention spelling and phonic intervention groups and other English support including dyslexia support.

Mrs Wylie is currently training to become a maths intervention specialist.

Mrs Wylie also supports individual and groups of students to develop the skills for learning outlined in our Learning Curriculum.

With the guidance of the class teacher our experienced teaching assistants work with pupils with special educational needs and/or disabilities, providing targeted support.

These include:

- One to one support
- Support in class
- Pre-tutoring

Teaching Assistants (TAs)

Miss Holmes

Mrs Nelles

Sandra

Fiona

Kath

Fiona also specialises in

- Smart Moves
- Providing one to one or group nurture time
- Parent support

The Head teacher is responsible for:

Helen Hepworth

- The day-to-day management of all aspects of the school, this includes support for children with SEND.
- Delegating responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.
- Making sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

The SEND Governor is responsible for liaising with the SENCo to ensure:

- The school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- The school's SEN funding is appropriately spent.
- The necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Visits are made to the school in order to understand and monitor the support given to children with SEND in school and being part of the process to ensure your child achieves his/her potential inschool

How could my child get support in school?

Types of support	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for all children, children with SEN and /or disabilities in this school?		
Class Teacher	<ul style="list-style-type: none"> • The teacher is responsible for the education of all children in their class with SEND. • The teacher will have the highest possible expectations for all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies to enable your child to access the learning task. This may include some support from a Teaching Assistant to help with a particular difficulty. • All pupils' progress is monitored by the class teachers, our school SENCo and Head teacher. Children who are not making the expected progress are identified and action is planned. 	All children in school receive this support.
Additional Support Interventions Specific small group work. Additional Support (SENCo & external agencies input)	<ul style="list-style-type: none"> • Where a pupil requires support which is different to that provided under normal classroom teaching you will be informed and be invited to discuss and decide what additional support would benefit your child. • Short term targets with outcomes will be set in the areas of need identified for your child (Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health & Sensory and/or Physical requirements). • Your child's development and progress towards meeting these targets will be monitored during regular meetings with our school SENCo and Head teacher. • Interventions may include small group work or individual sessions on a specific 	Any child who has specific gaps in their understanding of a subject/area of learning.

<p>Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support</p>	<p>theme.</p> <ul style="list-style-type: none"> • Where small group sessions are put in place they will be run by a Teaching Assistant/ our Specialist Teaching Assistant or an outside professional (like a Speech and Language Therapist) usually using a recognised programme. • At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • Where specialist professionals work with your child to understand their needs and make recommendations, these may include: • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. • Support to set targets which will include their specific professional expertise. • Your child being involved in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support. • Group or individual work in school run by an outside professional. • You will always be involved in decisions about how the support will be used and what strategies that will be put in place. • You will be provided with the contact details for any agencies or services outside the school that are or will work with your child. 	
<p>Support provided through and Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be</p>	<ul style="list-style-type: none"> • If, despite well planned, differentiated class room teaching, intervention group participation and referrals to outside agencies for advice and support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Cumbria web site. 	<p>Children whose learning needs are more severe, complex and potentially lifelong.</p>

<p>provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority specialist teacher team (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS (Child and Adolescent Mental Health Service) 	<ul style="list-style-type: none"> • This process is carried out in full partnership with you and your child. After you or the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), are sufficient 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, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. • If the Local Authority does not think your child needs this, they will ask the school to continue with the SEN Support in school to ensure your child's needs are met. • Where the parent/carer has made an application which has been declined you have a right to appeal. Contact the school and local authority for further advice and also Parent Partnership; http://www.parentpartnership.org.uk/ • After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. • The school must make its best endeavours to put in place the support identified in the plan. • The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. 	
<p>How will we support your child with identified SEND starting at school?</p>		
<ul style="list-style-type: none"> • We will invite you to visit the school with your child to have a look around and speak to staff and meet the key person who will work with you and your child while they are in the school. • If other professionals are involved, a Team Around the Child (TAC) or Team Around the Family (TAF) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the TAC meeting. • If they have not already visited, your child will be invited to school in advance of starting to meet the staff they will be working with and their peer group. 		

- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school regularly to review this with you.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns please speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to Mrs Anderson our school SENCo or Mrs Hepworth, Head teacher.
- If you continue to have concerns you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or you have raised concerns about your child's progress, and high quality personalised teaching has not met your child's needs, the teacher will raise this with Mrs Anderson, our SENCO. If you have raised the concern Mrs Anderson will discuss it and plan a way forward.
- The teacher will discuss your child's progress with you at our parents' evenings when you will be informed of your child's progress and any additional support being given.
- Weekly meetings are held between our school SENCo, Head teacher, teacher and teaching assistants to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will discuss with you;
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together, to support your child at home/school

Who are the other people providing services to children with SEN in this school?

A. Directly funded by the school

- Specialist teaching assistant support for literacy
- Learning Skill Coordinator support
- Teaching Assistants
- 1:1 or small group teachers

B. Provided by the Local Authority or

- Specialist teacher for special educational needs

Health Service, delivered in school	<ul style="list-style-type: none"> • Hearing impairment specialist teacher and teaching assistant • Speech and Language Therapy • School Nurse Service
C. Voluntary agencies	<ul style="list-style-type: none"> • East Cumbria Family Support (a local voluntary service providing support for families as and when needed)

How are the adults in school helped to work with children with an SEND and what training do they have?

- Our SENCo support s teachers to plan for children with SEN. Staff work together as a team. Weekly special needs planning meetings are held to evaluate progress and plan next steps.
- Training needs are planned for staff to improve the teaching and learning of children including those with SEND. This may include whole school training or individual teacher/support staff training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. This is generally referred to as Quality First Teaching and this will ensure most children have their needs met.
- Specially trained support staff can implement the teachers modified/adapted 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 and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school.
- Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer.

How will my child’s progress in school be measured? And how will I know about this?

- Your child’s progress is continually monitored by his/her class teacher.
- His/her progress is reviewed regularly in our weekly special needs meetings.
- At the end of each key stage (i.e. at the end of Year Reception, Year 2 and Year 6) all children are more formally assessed.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child’s education.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
- Home/school contact book

- Additional meetings as required
- Annual Reviews
- End of Year Reports

What support can we provide for you as a parent of child with an SEN/and or disabilities?

- We would like to talk to you regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. Our morning organisation provides informal opportunities for a chat but we will always make other time available to talk with you.
- Our SENCO Mrs Anderson and Head teacher Mrs Hepworth are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. Mrs Anderson, our SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IEPs will be reviewed with your involvement.
- Your child's learning log will be used as additional means of communication with you.

How have we made Armathwaite School physically accessible to children with SEND?

- Much of the school is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Our disabled toilet has a hydraulically powered changing bed.
- Staff working in specialised provisions are/will be trained in these areas.

How will we support your child when they are leaving this school?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When your child is moving classes in school:

- Transition is strongly supported by the staff team working with all children in our small school.
- Transition will be planned for by staff involved and discussed with you and your child.

If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible
- We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child
- Where possible we will support transition visits to the new school in advance of the move

- We will make sure that all records about your child are passed on as soon as possible

In Year 6:

- We will work with your child to support their understanding of the changes ahead.
- We will work with the secondary school SENCo and their team to discuss how best to prepare for transition and to share information about your child's specific needs.
- Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
- Opportunities for you to meet staff from the secondary school will be made available when and wherever possible.

Glossary of Terms	
IEP	Individual Education Plan
SA	School Action Stage of the SEN Code of Practice
SA+	School Action Plus of the SEN Code of Practice
S	Statement stage of the SEN Code of Practice
SEN	Special Education Needs
SEND	Special Education Needs and Disabilities
EHCP	Education Health and Care Plan
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
SENCo	Special Education Needs Coordinator