

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

JANUARY 2018

1. What types of Special Educational Needs and Disabilities (SEND) can the school make provision for?

Awbridge Primary School is a smaller than average mixed entry mainstream primary school, catering for children aged 4-11 years. We believe that every child is an individual and as such we provide a learning environment where every child's needs are addressed.

2. How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs and Disabilities (SEND)?

At Awbridge Primary School children are identified as having SEND in a variety of ways including the following:

- Liaison with pre-school / nursery or the previous school attended by the child
- Teacher assessments or tests show that the child is performing significantly below age-related expectations
- Concerns raised by class teachers, for example behaviour or self-esteem, that is affecting performance
- Concerns raised by parents and carers
- Liaison with external agencies, for example Educational Psychology, Speech & Language Therapy, Physiotherapy or Occupational Therapy
- Health diagnoses through the Paediatrician or Child and Adolescent Mental Health Services (CAMHS)

As a parent, how will I raise concerns if I need to?

- Talk to us – firstly contact your child's class teacher. Concerns can then be raised with the Special Educational Needs Co-ordinator (SENCo) / Head of School/ Executive Head Teacher as necessary
- We believe partnership with parents is really important and we value your knowledge of your child. We want to be open and honest with you about our observations in school and hope that you will talk openly with us about your observations from home

3. How will school support my child?

Who will oversee, plan and work with my child, and how often?

- Our Executive Inclusion Manager / SENCo (Mrs Jenny Kittley-Davies) and Leading Teacher for Inclusion (Mrs Chloe Hillier) set the extra provision for individual children who require additional support. Each child's progress is monitored closely on a half-termly or termly basis, using both Teacher Assessment data, results from

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standardised tests (e.g. for reading, maths and spelling) and observations from home and school

- Class teachers are responsible for organising and timetabling the delivery of this provision, in consultation with the SENCo / Leading Teacher for Inclusion. The class teacher will ensure that class work is adapted to meet the child's needs and that what the child is learning in their extra provision is reinforced in class work. Class teachers discuss the progress of individual children with the SENCo / Leading Teacher for Inclusion and the Head of School (HoS) on a half termly / termly basis, for example through Pupil Progress Meetings (PPMs)
- Learning Support Assistants (LSAs) are assigned to all classes for general support, but are also deployed at times to work with specific children, either individually or as part of a group. Children with an Education, Health and Care Plan (EHCP) or who receive SENSA Top-Up Funding may have an identified adult or adults to support them in achieving specific targets. The aim of these sessions, who will be providing them and their regularity etc. will be explained to you when the support begins
- If it is deemed to be necessary / appropriate, a child will be placed on the SEND register and further assessment, support and rigorous monitoring of progress will be undertaken. If a child is to go onto the SEND register, a full discussion will take place between the SENCo and parents to ensure a clear understanding of this process. Children remain on the SEND register until they no longer have an additional special educational need

Who will explain this to me?

- The class teacher will meet parents at least on a termly basis, although the frequency of these meetings is determined by the level of a child's needs. This could be part of a Parents' Evening discussion, via a telephone discussion or at a separate meeting arranged at a mutually convenient time. The aim will be to discuss the child's needs, support being put in place, their current targets and progress towards these
- For further information the Leading Teacher for Inclusion or SENCo / Executive Inclusion Manager will be available to discuss the support in more detail

How are the Governors involved in supporting children with SEND and what are their responsibilities?

- The SENCo / Executive Inclusion Manager and Leading Teacher for Inclusion report to the Governors every term to inform them about the progress of children with SEND; this written report does not refer to individual children and confidentiality is maintained at all times
- The Leading Teacher for Inclusion meets with the link Governor for SEND / Inclusion (Mr Ben Maddison) on a regular basis. He writes up a report of his meeting and also reports back at the next full Governing Body meeting to keep everyone informed. Mr Ben Maddison can be contacted through the School Office

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- The Governors agree priorities for spending within the SEND budget (including the deployment of Teachers and LSAs) with the overall aim of ensuring that all children with SEND receive the support and resources they need in order to make good progress. These decisions are taken in consultation with the Executive Head Teacher, The Head of School, The Executive Inclusion Manager / SENCo and the Leading Teacher for Inclusion

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

What are the school's approaches to differentiation and how will that help my child?

- All work within class is pitched at a variety of levels to ensure that all children are able to access the work at their own level. In a typical lesson there will be at least 3 different levels of work offered and children are grouped flexibly according to their need as per the focus of the lesson aims and goals. This ensures all children can access a lesson and learn at their level. In some lessons children are able to pick their own level of challenge from those offered by the teacher. Where necessary work will be specifically differentiated or adapted for individual children.
- Where children have specific needs the work and resources will be adapted as directed by the Executive Inclusion Manager / SENCo or on advice from outside agencies (pencil grips, specialist scissors, individual work stations, visual timetables, simplified instructions etc.)

5. How will both you and I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or Leading Teacher for Inclusion or SENCo / Executive Inclusion Manager to discuss how your child is getting on. We will also, where possible, offer advice and practical ways in which you can help your child at home, in order to support what we are doing in school
- We believe that your child's education should be a partnership between parents and teachers. We therefore aim to keep communication channels open and communicate regularly, particularly if your child has complex needs. This could be through informal discussions before / after school with the class teacher, a telephone discussion, an email or by scheduling a more formal meeting. In some cases we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher / TA can be shared and responded to when needed. This allows positives to be shared too and any specific targets can be addressed by home and school working together in partnership. Reading cards / diaries are also useful as a home-school link

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- If your child is on the SEND register they will have an Individual Pupil Profile (IPP) or a Behaviour Education Plan (BEP) which will include 3-4 individual targets. This is discussed on a termly / half termly basis and parents are given a copy of the IPP. The targets set are SMART (Specific; Measurable; Achievable; Realistic; Time-Specific) targets with the expectation that the child will achieve the target by the time it is reviewed. Children may move on and off the SEND register at any time in accordance with the progress they have made and this decision will always be made in discussion with parents
- If your child has a more complex SEND they may have (i) a Special Educational Needs Support Agreement (SENSA) meeting, which can come with SENSA Top-Up funding to allow for extra support, (ii) an Inclusion Partnership Agreement (IPA) meeting, particularly at points of transition, or (iii) have an EHCP, which means that a formal meeting will take place each year to discuss your child's progress and a formal report will be written. For children with complex needs, schools can request SENSA top-up funding or statutory assessment which, if successful, leads to an EHCP. Through this process more formal meetings involving external agencies will take place to discuss your child's progress and identify possible barriers to learning and a written report will be submitted to county annually

How does the school know how well my child is doing?

- At Awbridge Primary School we measure children's progress in learning against national expectations and age-related expectations
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry in Year R (using the Early Year's Foundation Stage Profile) through to Year 6 (using a variety of different methods, including National Curriculum levels, age-standardised test scores and reading, spelling and maths ages).
- Children who are not making adequate progress are picked up during PPMs previously discussed between the class teacher and the HoS and the SENCo / Leading Teacher for Inclusion. Any potential barriers to learning will be identified and the support given to the child will be adjusted as necessary. Further support from outside agencies will also be considered if, as a school, we feel this would enable us to make better provision for your child
- When the child's IPP is reviewed comments are made against each target to show what progress the child has made to date. If the child has not met the target the reasons for this will be discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure the child is enabled to make progress. Parents are then invited into school to review progress and, along with their child, discuss and agree the new targets.

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6. What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the school?

- We are an inclusive school; we welcome and celebrate diversity. Children need to be emotionally and socially secure in order to learn and all staff believe that a child's self-esteem is crucial to a child's wellbeing. We have a very caring and understanding team looking after our children
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo / Executive Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as health, Social Services and / or the Behaviour Support Team
- Awbridge Primary School also has one Emotional Literacy Support Assistant (ELSA) who works with individual children who have specific needs and small groups under the direction of the SENCo / Executive Inclusion Manager and Leading Teaching for Inclusion.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and management of medicines on the school website ([Click here to access the attached policy](#))
- Parents need to contact the class teacher and fill in a form in the School Office if medication is recommended and prescribed by health professionals to be taken during the school day
- On a day to day basis the Admin Staff / LSAs / Lunchtime Supervisors generally oversee the administration of any medicines
- As a staff team we have regular updates and training (for example from the School Nurse) on conditions and medication affecting individual children so that all staff are able to manage medical situations effectively

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils ([Click here to access the attached Behaviour Policy](#))
- If a child has behaviour difficulties a Behaviour Education Plan (BEP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. Exclusions are extremely rare as early intervention usually helps a child to address their issues
- Staff will keep records of behaviour incidents and these are then analysed to identify any patterns or triggers

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- After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps the child to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour
- As an inclusive school we promote empathy and tolerance. Some behaviours are features of particular individual needs and medical diagnoses and we work with a child's peers to develop a greater understanding of difference. Similarly, we encourage all parents to share our inclusive principles
- The attendance of every child is monitored on a daily basis by the Admin Staff. Lateness and absence are recorded and reported upon to the Executive Head Teacher. Good attendance is actively encouraged and each week the school's attendance is reported in the School Newsletter. We aim to intervene and offer support early if difficulties are identified

How will my child be able to contribute their views?

- Awbridge Primary School considers it important that each child is able to express their views on all aspects of school life. Pupil-led action groups allow all children to contribute their views (for example JRSO, School Council) as class representatives feed back to their class and take their views back to meetings
- All children review their progress towards their targets on a regular basis and children who have IPPs review their progress and set new targets on a termly or half termly basis with their class teacher and LSA
- There is an annual pupil questionnaire for pupils in Year 2 and Year 6 where the viewpoints of children are sought
- Each year the Executive Inclusion Manager / SENCo or Leading Teacher for Inclusion meets with the children identified as having SEND. The children's views on their progress and provision are sought and the children are encouraged to discuss and identify their own strengths and next steps
- If your child has an IPA, SENSA or EHCP their views will be sought before any review meetings and, if appropriate, your child will be invited to attend part of the meeting

7. What specialist services and expertise are available at or accessed by the school?

- Our SENCo is fully qualified and accredited
- Our SENCo regularly attends SENCo network meetings, working closely with colleagues in other local schools
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:- Behaviour Intervention (for example The Behaviour Support Team and Child and Adolescent Mental Health Service [CAMHS]) and Health (including School Nurse, General Practitioners, Clinical Psychologists, Speech and Language Therapists, Occupational Therapists; Social Services [including Locality Teams, Social Workers and Educational Psychologists]). Other specialist external agencies can also be contacted as and when the need arises

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8. What training have the staff supporting children with SEND had or are currently having?

- We have one member of staff trained as an Emotional Literacy Support Assistant (ELSA) who receives regular support and supervision from the Educational Psychologist.
- The SENCo has had training in delivering Speech and Language programmes from the Speech and Language Therapists and another member of staff has also completed the ELKLAN training. These members of staff work closely with the Speech and Language Therapist when she visits each term
- All Year R / K.S.1 staff are trained to deliver the Read, Write Inc. phonics programme
- The Executive Inclusion Manager has completed the 9 day accredited 'Hampshire Certificate in Dyslexia' course
- All staff (teachers and LSAs) have had training in Specific Literacy Difficulties, Autism and Mediation (effective deployment and use of LSAs)
- All staff (teachers and LSAs) have received 1 day of training on Speech and Language, Occupational Therapy and Physiotherapy
- All of our LSAs have had training in delivering reading, spelling, phonics and maths programmes
- The SENCo has completed the accredited National SENCo Training
- All members of staff have regular safeguarding training and the school has two Designated Safeguarding Leads
- Many support and administrative staff have Emergency Aid in Schools first aid training and, in addition, those working with the Early Years children (Year R) are trained as Paediatric First Aiders

9. How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful
- A risk assessment is carried out prior to any off-site activity to ensure everyone's Health and Safety will not be compromised. In the highly unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school

10. How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits ([Click here to access the accessibility policy](#))

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- We liaise with Hampshire Ethnic Minority and Traveller Achievement Service (HEMTAS) who assist us in supporting families with English as an Additional Language (EAL) and children who are Travellers

11. How will the school prepare and support my child when joining the school and transferring to a new school?

- If children are joining the school in Reception, parents will be invited to attend an information evening for parents and a series of story times and a visit to the class will be organised for the children. Staff in the Early Years will visit the children at home and in their pre-school settings where possible. For children with identified SEND we would encourage further visits to gather information and to assist them with becoming acclimatised to their new surroundings
- We encourage all new children to visit the school prior to starting when they will have a buddy and be shown around the school. For children with SEND we would encourage further visits to enable them to become more familiar with the school environment. Where the needs are complex we would also visit children in their current school where possible
- We write social stories and share photo books with children if transition is potentially going to be difficult. If your child has complex needs then a SENS meeting, an IPA meeting or EHCP Review will be used as a transition meeting and staff from both schools will be invited to attend. We may also write an individual transition plan
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. At our feeder secondary schools, Romsey School and The Mountbatten School, they run a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise carefully with the pastoral leader and SENCo at the receiving school
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has an EHCP then the review meeting will be used to plan transition and staff from both schools will be invited to attend

12. How are the school's resources allocated and matched to children's SEND needs?

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available
- We have a team of LSAs who are funded from the Pupil Premium and central school budget to deliver programmes to individual children and small groups
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving an LSA

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

- The class teacher alongside the SENCo / Executive Inclusion Manager will discuss the child's needs and decide what support would be appropriate
- Different children will require different levels of support in order to bridge the gap to achieve age-expected levels
- This will be achieved through ongoing discussions with parents and any outside agencies involved
- Where children qualify for special access arrangements for exams, for example K.S.2 SATs, these will be applied for and requested as necessary (e.g. extra time, a reader or a scribe)

How do we know if it has had an impact?

- By reviewing children's targets on IPPs and ensuring they are being met
- The child is making progress academically against national / age expected levels and the gaps with their peers is narrowing – they are catching up with their peers or expected age levels (as shown by the reading / maths / spelling age and their standardised score for reading, spelling and maths which takes account of their exact age relative to the other children in their year group)
- Verbal feedback from the class teacher, parent and pupil
- Samples of work from before and after the period of intervention
- Children may move off the SEND Register and into 'monitoring' when they have caught up or made good progress. This will be discussed with parents. Alternatively, their level of need may decrease from an EHCP or SENSA Top-Up Funding to SEN Support
- Where children are receiving additional support their attainment will be recorded both before the intervention begins and once it has been completed. This allows your child's progress to be measured over a period of time. Where children are receiving intensive, additional support we would hope to achieve double the normal rate of progress, for example two months progress with their reading over a one month period.

14. How are parents / carers currently involved in the setting? How can I get involved?

- Parents are consulted regularly, for example through discussion groups, action groups (involving all stakeholders), online surveys and questionnaires
- Open mornings and afternoons are held to show parents round our school and the older children organise tours
- Parent workshops are organised to help parents to support their children more effectively at home (e.g. on behaviour management, reading, phonics, spelling and maths)

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15. Who can I contact for further information about services for my child and SEND support at Awbridge Primary School?

- The first point of contact would be your child's class teacher in order to share your concerns
- You could also arrange to meet Mrs Chloe Hillier (Leading Teacher for Inclusion), Mrs Jenny Kittley-Davies (Executive Inclusion Manager / SENCo), Mr Mark Ward (Head of School) or Mrs Jo Cottrell (Executive Head Teacher)
- You could also contact Mr Ben Maddison, our SEND Governor
- Every Local Authority is required to publish information about services that are available in their area for children and young people with SEND and also services outside of the area that children and young people from their area will use. This is known as the 'Local Offer' and the Hampshire Local Authority 'Local Offer' can be found at http://www.hantslocaloffer.info/en/Main_Page. Awbridge Primary School contributes to the Hampshire Local Offer.
- Look at the Inclusion / SEND Policy on our website ([see attached policy](#))
- Contact Support4SEND - www3.hants.gov.uk/support4SEND
- Contact Independent Parental Special Education Advice (www.ipsea.org.uk)

16. Who should I contact if I am considering whether my child should join the school?

- Contact the School Admin Office to arrange to meet the Head of School (Mr Mark Ward) who would willingly discuss how / whether the school could meet your child's needs. They may refer you to Mrs Kittley-Davies (SENCo / Executive Inclusion Manager) to discuss your child's needs in greater detail

17. What steps should I take if I have a concern about the school's SEND provision

- If you have a worry or wish to discuss something about your child or Awbridge's approach to SEND the first point of contact should be your child's class teacher or the Leading Teacher for Inclusion. Your query or concern may then be passed on to the Executive Inclusion Manager / SENCo or the HoS/Executive Head Teacher
- The school is very keen to ensure good communication with parents and carers and takes all queries and concerns seriously. We will acknowledge your query or concern within 2 working days and endeavour to resolve the issue as soon as possible
- A copy of our Complaints Policy can be found on the school's website ([click here for attached policy](#))

Parental Consultation

A random sample of families were consulted regarding the SEND Information Report for Awbridge Primary School.

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How is our SEND Information Report reviewed?

The SEND Information Report was developed in consultation with staff, parents and governors and will be reviewed on an annual basis.

GLOSSARY

SEND – Special Educational Needs and / or Disability

SENCo – Special Educational Needs Co-ordinator

LSAs – Learning Support Assistants

ELSA – Emotional Literacy Support Assistant

EHCP – Education, Health and Care Plan

HoS – Head of School

IPA – Inclusion Partnership Agreement

SENSA – Special Educational Needs Support Agreement

PPM – Pupil Progress Meeting

IPP – Individual Pupil Profile

BEP – Behaviour Education Plan

CAMHS – Child and Adolescent Mental Health Service

BST – Behaviour Support Team

EAL – English as an Additional Language

HEMTAS – Hampshire Ethnic Minority and Traveller Achievement Service