



At Fallings Park Primary School we believe that all children have the right to an inclusive education, and work hard to ensure the needs of pupils with Special Educational Needs and Disabilities (SEND) are met.

Who would I speak to if I had questions about SEND?

Our Special Educational Needs Coordinator, Mrs Sarah Pedley is responsible for coordinating the support for SEND pupils, and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school. She monitors interventions and analyses progress of SEND pupils, to ensure they are receiving quality teaching and intervention.

Part of this role is keeping up to date with changes to legislation regarding SEND, and having a more in depth knowledge of SEND. Mrs Pedley completed the National Award for Special Educational Needs Coordination programme in September 2013.

Miss Turford is responsible for working with families of the pupils involved in the CAF (Common Assessment Framework) process.

Mrs Webley is a speech support practitioner supporting pupils with speech and language difficulties.

In addition to this, we have three full time Learning Mentors. They work with our pupils offering support in the school setting. All members of staff work closely together, to ensure we are all consistent in approach and are using the same systems of reward.

Our governor responsible for SEND is Mr Ray Greene, he meets with the SENCO to ensure pupils with SEND are being well supported and are making progress.

The Class Teachers and Teaching Assistants are responsible for the day to day work with pupils, and ensure they are planning and delivering quality first teaching to all pupils. This includes using interventions that are suited to the pupil's needs and allow progress to be made.

The Headteacher, Mr Hopkins has overall responsibility for the management of SEND and ensuring that we meet the needs of SEND pupils. He liaises closely with the school SEND team and ensures he is fully aware of the different needs of our pupils and how we address them.

What are the different types of support available for children with SEND at Fallings Park Primary school?

Quality First Teaching

For your child this would mean:

- That the teacher has high expectations
- That all teaching is based on building on what your child already knows, can do and understands
- Different ways of teaching are in place so that your child is fully involved in learning in class
- That the teacher carefully checks on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress

Specific intervention work

For your child this would mean:

- Small group or individual work which will focus on the areas where they have gaps in learning
- This may be led by a Teacher, Higher Level Teaching Assistant (HLTA) or most commonly a Teaching Assistant who has been trained to deliver the intervention.
- The interventions have been identified by the Assessment Co-ordinator, SENCO, Class Teacher, or outside agencies such as the Area Senco, Occupational Therapists or a SALT (Speech and Language Therapist)

Intervention groups are run for pupils on SEN Support, SEN Support + and for pupils with a Statements or an Education Health Care Plan.

How is the school accessible for all pupils and their parents?

Fallings Park Primary School is a single storey building. The Equality Act 2010 does not require schools to change their premises, however it does require long term plans to be made for improving access to the premises, and would expect reasonable adjustments to be made. Our school has made simple adjustments such as ramps and toilet access.

Fallings Park Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, advice from Support Services and other relevant professionals will be sought where necessary, to enable an assessment of the individual's needs to be made. This will include access to the various areas of the school premises and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, wherever possible, to remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

How will I be informed about the progress of my child?

All parents of pupils in our school are invited to attend a Parents' Evening each term. These are designed to discuss the progress your child is making, the targets they are working on and how you may be able to help at home. If your child is on SEN support he or she will be having an intervention, this will also be discussed with you. Parents can meet with Class Teachers at other times throughout the term, and this can be arranged through the school office.

If your child is on SEN support + (this means outside agencies will be involved) or has a Statement or EHCP, you will also receive copies of the IEP each term, along with a review of the last IEP. These can be discussed with the class teacher or SENCO at any time (please contact the office to arrange this).

Parents of pupils with a Statement/EHCP will also be invited to attend an annual review meeting of their child's needs, at least once a year.

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

Part of the SENCO's role is to provide support for teachers when planning work, writing IEPs and using advice from outside agencies effectively. Staff meetings are often used to train staff on SEND issues. This may be SENCO led or an outside agency coming into school to lead the meeting.

This is some of the training our staff have received:

- Autistic Spectrum Disorder
- Developing a Dyslexia Friendly Classroom
- SEND changes to the code of practice
- Behaviour Management in the Classroom
- Using Social Stories
- SEND Conference
- Understanding Dyspraxia
- Working with Vulnerable Groups
- Asperger's syndrome
- Draw and Talk
- Cool Kids/ Cool Character
- Makaton
- Phonics
- Elklan
- Speech and Language
- Epilepsy Training

Whole School;

- Phonics
- Epi Pen training
- Asthma training
- Health and Safety
- Child Protection
- Data Protection

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

Our school receives support from many outside agencies so that we can deliver the most suitable curriculum for our SEND pupils. These are some of the agencies we work closely with:

- Speech and Language Therapist (SALT)
- Occupational Therapists (OT) Physiotherapists
- Sensory Inclusion Service , working with children with visual impairment and hearing loss
- Educational Psychology Service
- School Nurse
- Attendance Officer
- Local Authority SEND Team Early Years SEND Team

How is extra support allocated to children?

The school budget, includes money for supporting pupils with SEND.

Extra funding from the LA is received for any pupil with a statement or EHCP. Some pupils receive a top up fund from the LA.

The Headteacher, SMT and Governors look at the needs for our children and set a budget for staffing which allows enough support for our SEND pupils. We are currently fortunate enough to have a high number of teachers and teaching assistants in school. The SENCO informs the Headteacher when resources are needed, and these are purchased through the school budget.

What interventions could my child access?

Early Years and Key stage 1

- Within Early Education, a lot of the interventions involve communication including attention and listening skills, reading, writing and number skills. These include:

- handwriting sessions
- targeted Maths work
 - Top up Phonics
 - Cool Kids
 - Elklan Language Builders
- Fine Motor Control groups
 - ECAT
 - Barrier games
- ELS
- Early Reading
- Phonics Counts
- Reading Recovery support
- Dyslexic target teaching
- Speech and Language
- Cool Characters
- Number Counts

Key Stage 2

- Rapid Readers
- Social and barrier games
- Auditory Memory games
- Visual Memory games
- Cool Kids
- Cool Characters
- Fine Motor Control groups
- Spring Board Maths
- Precision teaching
- Phonics support
- Dyslexic target teaching
- Number Counts support

How will you support my child through transition?

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

When your child moves class:

All information will be passed on to the new class teacher in advance and a meeting will take place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary, or visual aids may also be used.

If your child moves to another school:

All information we hold on the child will be sent to the new school promptly. The SENCO may also telephone to discuss any special arrangements or resources that may be needed.

When your child transfers to secondary school:

Currently the Year 6 teachers meet with staff from the feeder secondary schools to discuss the pupils and share information. The SENCO discusses with the secondary schools' SENCOs particular needs of individuals with SEND, and any resources that they may need to get in advance.

- Pupils with SEND are usually invited to attend an additional transition afternoon, although each secondary school operates slightly differently.
- For pupils with SEND who we feel may need extra visits, we use our Learning Mentor team to support these or ask for a member of staff from Houghton Outreach to support. These pupils often make passports about themselves, or visual prompts to help them remember key places or people in the new school.
- For pupils with a statement, we ensure the secondary school SENCO is available to attend the annual review held early in the summer term, so they have plenty of time to make arrangements for support staff and resources they may need.