


March  
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## Special Educational Needs and Disabilities (SEND) Information Report March 2017

Adopted by Governors:	23 <sup>rd</sup> May 2017
Signed	 Mr T Barr, Chair of Governors
For review:	March 2019
Website updated:	√

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

**BALDWINS GATE CE (VC) PRIMARY SCHOOL**

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**Mission statement**

At Baldwins Gate we have high expectations of all pupils and believe that learning should celebrate achievements and value individuality. Our Christian Ethos ensures that we encourage integrity, truth, respect and responsibility and we develop life long learners to promote resilience, reciprocity, resourcefulness and reflectiveness so that all pupils become confident individuals.

**Aim**

We aim to provide the highest standards of education, in an inclusive and productive environment, by developing knowledgeable, curious and caring children within a broad balanced and personalised curriculum that includes rigorous assessment and all statutory requirements.

We value our belief that through rich, meaningful personalised learning we can build ambition, independence, resilience and pride within every Baldwins Gate pupil so that all pupils become life long learners, able to live safe and healthy lives as kind, caring and responsible citizens who will make an active and positive contribution to society.

Whole School Approach to Special Education Need	
What is a Special Education Need?	A special educational need (SEN) can be a number of different things. A child has a special educational need (SEN) if they have learning difficulties or disabilities that make it difficult for them to learn or take part in education. They will require special educational provision that is different or additional to that normally available to children of the same age. For some children this may be a temporary difficulty, while others may have a long term need for special help.
What is a Special Educational Provision?	Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision. <i>(Code of Practice 2014)</i>
What kinds of need are provided for at this school?	At Baldwins Gate we do not need a 'label' to be able to address the needs of the children. We believe that all of our teachers are teachers of children with Special Educational Needs and if they identify learning characteristic of any of the below they will make appropriate provision.  We support the following range of SEN. <ul style="list-style-type: none"> <li>• Cognition and learning difficulties - difficulties in thinking, learning and understanding the world. Difficulties in acquiring skills (notably in literacy and numeracy) and dealing with abstract ideas.</li> <li>• Communication and interaction - difficulties in talking to, listening,</li> </ul>

<p>How does the school know if my child needs extra help?</p>	<p>responding, playing and learning with other children and adults.</p> <ul style="list-style-type: none"> <li>• Behavioural, Emotional and Mental Health- difficulties in expressing feelings, negotiating, and solving problems in different situation, as well as handling changes in routine.</li> <li>• Sensory and/or Physical Needs - How a child responds to their environment and learning using their senses and any diagnosed issues.</li> </ul> <p>At Baldwins Gate a child may raise a concern, indicating that they may need extra help. This may happen by the pupil asking for help, concerns raised by parents/carers, teachers or previous schools and the lack of progress over time (which has been supported with targeted intervention).</p>
<p>Who is involved?</p>	<p>There are a number of members of staff within the school setting that are involved in supporting children with special needs. These members are:</p> <p><b><u>Class teachers</u></b>  Responsibilities include:</p> <ul style="list-style-type: none"> <li>□ Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet a child's individual needs.</li> <li>□ Checking on the progress of their children and identify, plan and deliver any additional help a child may need (this might be differentiated work, additional support, adapting resources etc).</li> <li>□ Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>□ Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p><b><u>Special Educational Need Co-ordinator (SENCo)</u></b>  Responsibilities include:</p> <ul style="list-style-type: none"> <li>□ Managing the day-to-day support for children with SEN and/or disabilities.</li> <li>□ Working alongside the class teachers and TAs to ensure that SEND child's needs are met.</li> <li>□ Ensuring that all members of staff working with SEND child are aware of their individual needs and/or conditions</li> <li>□ Ensuring that any specific adjustments needed are made to enable your child to be included and make progress.</li> <li>□ Liaising with the SEN governor termly to make sure that they are fully aware of the Special Educational Needs issues within the school.</li> </ul> <p><b><u>Headteacher</u></b>  Responsibilities include:</p> <ul style="list-style-type: none"> <li>□ Manages all of the day-to-day aspects of the school's work, including provision for children with special educational needs and or disabilities.</li> </ul>

	<ul style="list-style-type: none"> <li>□ Liaising regularly with the SENCO in order to be fully aware of the special educational needs issues within the school</li> <li>□ Keeping the Governing Body fully informed with regard to pupils with SEND.</li> </ul> <p><b><u>Teaching Assistants (TAs)</u></b></p> <ul style="list-style-type: none"> <li>□ Allocated to some children with SEND. May have daily dialogue with parents on how a SEN child's day has been.</li> </ul> <p><b><u>SEND Governor</u></b></p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> <li>□ Ensuring the school has an up to date SEND Policy.</li> <li>□ Monitor the support given to SEN children and ensure that the school has appropriate provision in place for SEN children,</li> <li>□ Ensuring the school has made any necessary adaptations to meet the needs of all SEND children in the school.</li> <li>□ Monitor parental views</li> </ul> <p>The above members of staff can be contacted by phoning the school office 01782 680649, e-mailing <a href="mailto:office@baldwinsgate.staffs.sch.uk">office@baldwinsgate.staffs.sch.uk</a> or visiting the school to arrange an appointment time.</p>
<p>How accessible is the school environment ?</p>	<p>Baldwins Gate Primary is all on ground level and had been designated as a Pathway school for children with physical difficulties. All classrooms are accessible and there are two ramps providing access into the KS1 classroom and the KS2 cloakroom area. The Early Years classroom has an outdoor area including a soft bark play area. There are two disabled toilets in school with access for wheelchairs. The school has one classroom fitted with a Hearing Loop facility. There is a disabled parking spot located close to the school reception. The school has an Accessibility Plan that describes the actions taken by the school.</p>
<p>Where can I find out about what is available locally for me, my family or my child?</p>	<p>The SENCO will advise parents of support service, available locally and nationally for children and families. Equally you may wish to contact your doctor to discuss any concerns you may have about your child's needs and/or seek medical support for guidance and assessment.</p> <p>More information and support for parents/carers including Staffordshire's local offer can be found on <a href="http://www.staffordshiremarketplace.co.uk/">www.staffordshiremarketplace.co.uk/</a></p>
<p><b>Wider World of School; Approaches to extra-curricular activities and pastoral care?</b></p>	
<p>How will my child be welcomed into the school?</p>	<p>If your child joins our school, we will gather any information required about your children from you and any other professionals working with your child, so that we can ensure the best possible start for your child's learning journey with us. If your child already attends our school, there are a number of strategies in place to support smooth transitions to new year groups and to a new school. Such</p>

<p>How will my child be supported when joining school?</p>	<p>strategies include:</p> <ul style="list-style-type: none"> <li>• On entry to our Early Years setting there are several induction meetings and 'come and play sessions' for parents/carers and their children. When appropriate the school will tailor the induction process to match an individual's needs. Meetings will be held with all parties involved to ensure a smooth and confident transition. If there is a complex need then care plans will be drawn up and additional funding will be applied for.</li> <li>• The SENCo meets with all new parents of children with an identified SEND prior to entry to ensure the school has up to date information and is able to meet the needs of the pupil and respond to any concerns of the child or parents/carers.</li> <li>• Where a child with an identified SEND moves from another school setting the SENCo will contact the previous school to ensure smooth transition and discuss targets they are working towards. Children and parents/carers will be encouraged to make a visit to the school. The school will request that pupil records are sent immediately upon request. This will also apply in reverse when a child with SEND leaves us to go to another primary school or moves on to high school.</li> </ul> <p>Please see the Admission arrangements document for the admission criteria and further admission information.</p>
<p>What support is there for my child's wellbeing?</p>	<ul style="list-style-type: none"> <li>• The school has a Personal, Social, Health and Economic (PSHE) curriculum that encourages children to develop skills for life. Children are encouraged to voice opinions and debate issues within the classroom setting.</li> <li>• The school has gained Healthy School status, which targets provision to support pupils' health and wellbeing.</li> <li>• The school has an established curriculum for developing children's understanding of E-safety and keeping parents up to date with new technology through the school website.</li> <li>• The School Council operates as a 'pupil voice' on all areas of school life including pupil safety and emotional wellbeing, eg lunchtime activities.</li> <li>• The school uses the philosophy of 'Building Learning Power' to help children become better learners both at school and beyond the classroom.</li> <li>• Residential visits take place in KS2 in both classes, which promote both team building and independence skills. Children with SEND are included in all activities and when appropriate care plans are put in place to support the visit.</li> <li>• Class teachers work closely with each other to ensure good liaison during transition between Foundation Stage and KS1, between KS1 and KS2 and between Y4 and Y5.</li> <li>• The school follows the Staffordshire County Guidelines on the administration of medicines in school and works closely with the School Nurse to write individual care plans for each child who may require medication to be taken during school hours.</li> </ul>
<p>How will you support my child's</p>	<p>Pupils with medical needs are provided with a detailed health care plan, compiled by the school nurse in consultation with parents. Staff who administer medicine complete training and are signed off by the school nurse as competent. All</p>

<p>medical needs?</p>	<p>medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions. Staff who are in close contact with pupils with medical needs are aware of the contents of the health care plan. These are updated annually or earlier if the need arises due to a change in medication or a change in the pupil's medical needs.</p>
<p>How are parents involved in school?</p>	<p>Parents' views are essential to ensure that we provide the best possible support for your child. We believe that working together will achieve the best outcomes for your child and support their social and emotional development. Parents are encouraged to attend SEND Review Meetings and the school operates an open door policy to discuss any concerns as they arise.</p> <p>There are many other ways that parents can be involved in the life of the school, they include;</p> <ul style="list-style-type: none"> <li>• Open afternoons and Parent Consultation Evenings to share children's work</li> <li>• Curriculum workshops</li> <li>• Parent volunteers are always welcome, eg listening to children read</li> <li>• Join class visits out of school</li> <li>• Bring an area of expertise to 'extra-curricular' activities</li> <li>• Join us for Parent and Grandparent lunches</li> <li>• Grounds Day</li> <li>• Termly parental questionnaires</li> </ul>
<p>What extra-curricular activities can my child participate in?</p>	<p>Activities and school trips are available to all children. Risk assessments are carried out for all trips and procedures are put in place to enable all children to attend. At times 'reasonable adjustments' can be made to facilitate those children with SEND. In all cases parents/carers and children will be consulted regarding the nature of the adjustments required. This may involve arranging extra support. Staff will take advice from parents when organising a trip to ensure that pupils are supported in the best way possible.</p> <p>After school clubs are available to all pupils.</p>
<p><b><i>Approaches to Teaching and Learning</i></b></p>	
<p>How will teaching be adapted to meet the needs of my child?</p>	<p>Our teachers have the highest possible expectations for all pupils in their class. Our curriculum is designed to match the needs of all children by offering personalised learning, which is differentiated according to their ability and style of learning. This gives children the opportunity to learn, build on and develop new skills to become more independent learners, enabling them to progress and reach their full potential. Where a child has been identified with SEN, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. This may involve using more practical learning or providing different resources adapted for your child. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. For further information about teaching and learning at Baldwins Gate Primary School please read the end of year expectations for each year group on our website.</p>

How will I know how the school staff support my child?

At Baldwins Gate we believe that all children have individual needs and quality first teaching allows many of these needs to be met by ensuring the effective inclusion of all pupils in high-quality everyday personalised teaching. Curriculum lessons are differentiated and highly focused and designed with sharp objectives, which are shared with the children and returned to at the end of the lesson. Lessons use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Teachers use appropriate questioning, modelling and explaining. A lot of emphasis is placed on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups. A high demand of pupil involvement and engagement with their learning is demanded and pupils are encouraged to accept responsibility for their own learning and work.

Children with a special educational need are placed on the SEN Support register and will receive support that is specific to their individual needs. This support may consist of one or more of the following:

**Differentiated curriculum:** the class teacher takes into consideration the different ways a child may learn and then develops and plans different levels of work in classroom to cater for that child's learning needs, along with a variety of differentiated resources to further support this.

**Small group intervention:** if, after a differentiated curriculum, a child has made little or no progress they may take part in small group interventions with a member of staff, aimed at addressing the area of difficulty they are experiencing.

**Personalised Target setting:** if, after a differentiated curriculum and small group intervention concerns about a child's rate of progress remains, personal specific targets will be created and interventions based around the targets will be put in place. These interventions will normally be done on a one to one or two to one basis. Parents will be invited into school to discuss targets. Targets will be reviewed termly by the class teacher, SENCO and parents.

**Educational Health Care Plan (EHCP):** if a child continues to make little or no progress despite a range of interventions and advice, then the school, with the parents consent, can request a formal assessment from the local authority. This will include reports from parents and all the professionals involved with the child and may lead to an Educational Health Care Plan - detailing the provision the school must provide to meet the child's needs. If a child does have an EHC plan, a formal annual review will be held every year to review progress and provision.

Depending on their level of need some children with SEN may also receive support

	<p>from the local authority outreach service or brought in services such as:</p> <ul style="list-style-type: none"> <li>□ Autism Support Team - supporting children in school with autism spectrum disorder (ASD).</li> <li>□ Visual Impairment team.</li> <li>□ Hearing Impairment team.</li> <li>□ Speech and Language therapy (SALT) Service - supporting children with communication and interaction difficulties.</li> <li>□ Occupation therapy - supporting children with their development.</li> <li>□ Educational Psychologist or other specialists e.g. Dyslexia consultant.</li> <li>□ Children Adolescence Mental Health Service (CAMHS) - support children with mental health issues e.g. anxiety/depression.</li> </ul> <p>Your child may be provided with special equipment/resources as required to support your child's learning and development. The class teacher and/or the SENCO will always explain to you the type of support/provisions your child will require. If outside agencies are used, we will always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENCO.</p>
<p>How will both you and I know how my child is doing?</p>	<p>Class teachers continually monitor all children's progress. They make regular assessments of progress for all pupils and meet with parents at termly parents evenings to discuss progress and/or any concerns. Outside this time class teachers are always happy to discuss how your child is doing; just book an appointment. The SENCO is also available to discuss the support given to your child and/or any other concerns you may have about your child's learning.</p> <p>The progress of children with an Educational Health Care Plan (EHCP) formally a statement of special educational need will be reviewed at an Annual Review meeting. The class teacher, SENCO and parents will attend this. When your child is in year 6 your child's allocated caseworker from the SEN team will attend and/or other specialist that have worked with your child e.g. SALT and /or educational psychologist to prepare transition to secondary school.</p>
<p>What skills do the staff have to meet the needs of my child?</p>	<p>The SENCO supports class teachers in planning for children with SEN and provide in-house training. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. We believe that it is important that staff have the skills and knowledge to support children with SEN. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach service. Recent training includes:</p> <ul style="list-style-type: none"> <li>• Supporting children with Speech and Language difficulties.</li> <li>• Down Syndrome - accessing the curriculum.</li> <li>• Epilepsy awareness.</li> <li>• Epipen training.</li> <li>• Child-centred toolkit training (support with EHC plan reviews).</li> </ul>



	<ul style="list-style-type: none"> <li>• Autism Support.</li> <li>• Dyslexia Training.</li> <li>• Support with sensory activities (including support with extra-sensology).</li> </ul>
How will the curriculum meet the needs of my child?	<p>Our school's aim is to ensure that all pupils have access to a broad and balanced curriculum that is tailored to suit individual needs. Baldwins Gate Primary is an inclusive school and through differentiation and careful target setting we ensure that all pupils can access the lessons and make progress. Class teachers with the support of the SENCo, will assess the needs of the children and the support they require in different lessons. Differentiating work in the classroom can take many forms:</p> <ul style="list-style-type: none"> <li>• modifying the environment, eg providing a quiet area.</li> <li>• customising the objectives.</li> <li>• using specialist equipment, eg writing slope, chair, computer mouse.</li> <li>• using ICT or audio equipment to compose in writing tasks.</li> <li>• additional adult support.</li> <li>• visual prompts.</li> </ul>
How will you help me to support my child's learning?	<p>At Baldwins Gate all parents are invited to termly parent chats, and parents of children with SEND are invited to regular review meetings with class teacher and when possible or requested with the SENCo. At these meetings class teachers will give parents/carers advice on how to support children at home. Where an outside agency is involved parents will be invited to a meeting to discuss their involvement. The school website also provides information on the curriculum for parents/carers to support learning. We organise a number of workshops during the year in the areas of English and Maths in Early Years, KS1 and KS2 to which all parents/carers are invited.</p>
How will my child be involved?	<p>At Baldwins Gate we value your child's input in everything we do. As part of there termly reviews your child will be asked to consider their achievements during the term and their continuing aspirations. We will ask your child to help us to fill in and annually evaluate a one-page profile so that they can share with everyone what they are good at, what they would like to do next and what they enjoy.</p> <p>Children are provided with verbal and written feedback as part of all lessons to support their development on their learning journey.</p> <p>Children take part in class questionnaires about their opinions on school life.</p> <p>If your child is receiving support from any of the outside agencies your child will have contact with the specialist who will provide themselves, parents and the school with advice to help and support them.</p>
<b>Information about early identification, assessment, intervention</b>	
What should I do if I think my child may	<p>You know your child better than anyone else. If you think your child is not making the expected progress and/or are concerned about your child's learning and progress, and think your child may need additional support, talk to your child's class teacher and/or the Special Educational Needs Leader (SENCO). Your</p>

<p>have special educational needs?</p>	<p>concerns will always be taken seriously. We are here to support you and will discuss with you:</p> <ul style="list-style-type: none"> <li>□ Any concerns you may have.</li> <li>□ Any further interventions or referrals to outside professionals to support your child's learning.</li> <li>□ How we can work together, to support your child at home and at school.</li> </ul> <p>We pride ourselves on our ability to listen to and build positive relationships with our parents/carers.</p>
<p>How are children who have special educational needs and disabilities identified?</p>	<p>The early identification of a SEN is important because it will ensure effective provisions are arranged, and will improve the long-term outcomes for the child. The identification of children with SEN is built into the school's overall approach to monitoring the progress and development of all pupils. We know when a child needs help if there is an existing Statement / Care Plan or Specialist's report on the child, or if concerns are raised by parents/carers, teachers or the child's previous school or pre-school. We will also know if the child's progress is very slow or there is a change in the child's behaviour, or simply, if a child asks for help.</p>
<p>How do I get to know if my child has SEN?</p>	<p>If it seems that your child has a special educational need, outside agencies and/or school Educational Psychologist will assess:</p> <ul style="list-style-type: none"> <li>• What your child is good at and what they need additional help with.</li> <li>• What your child would benefit from learning.</li> <li>• How best to help your child learn.</li> </ul> <p>This information will be presented in an educational psychologist report. The information in the report will be used to determine the level of provision a child may need. The level of provision may change throughout a child's time at school. The class teacher and/or SENCO will speak to the parent/s if they think this should happen and will ask for the parent/s opinion about this. Parents will receive a copy of the report and will be given an opportunity to discuss its content with the education psychologist. They will also be provided with strategies and directed to provisions they could use to support their child at home.</p> <p>If a medical report identifying the child's needs and level of support already exists, this will be used to identify and provide the provision the child needs.</p>
<p>How will the school monitor the progress of children with SEN?</p>	<p>We regularly review and evaluate the breadth and impact of the SEN provisions we offer.</p> <p>The School will:</p> <ul style="list-style-type: none"> <li>□ Check that support given to SEN children is planned and monitored carefully by the class teacher and SENCO throughout the year.</li> <li>□ Meet with parent/carers termly, this could be part of parents evening, to discuss and review the support and progress of your child.</li> <li>□ Ensure regular meetings take place throughout the year between Class Teacher, SENCO, Teaching Assistant/s and Senior Management to discuss SEN children's</li> </ul>

	<p>progress and provisions.</p> <ul style="list-style-type: none"> <li>□ Ensure the SENCO is available for further information and discussion.</li> <li>□ Arrange an annual review of Educational Health Care Plans (EHCP) (formally known as a statement of educational needs).</li> <li>□ Termly governor monitoring meetings reflect on the progress of pupils and the needs of children within school.</li> <li>□ Termly, governors monitor the teaching and learning of all pupils in the school.</li> </ul>
How will my child manage test and exams?	<p>At Baldwins Gate Primary School all SEND children will have their exams needs met by determining which access arrangements best suit the needs of your child.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>□ Different exam room</li> <li>□ Additional time</li> <li>□ Scribe support</li> </ul>
How do we evaluate the effectiveness of the support that you provide?	<p>The quality of teaching is monitored through a number of processes that includes:</p> <ul style="list-style-type: none"> <li>• Classroom observation.</li> <li>• Ongoing assessment of progress made in specific intervention groups.</li> <li>• Work sampling.</li> <li>• Meetings with the SENCo.</li> <li>• Review of personalised learning plans.</li> <li>• Whole school pupil progress tracking.</li> </ul> <p>Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.</p> <p>Pupil progress is tracked according to a calendar determined for each school year and where pupils are not making sufficient progress additional information is sought and appropriate action taken.</p>
<b>SEN support including pupils with EHC Plans</b>	
What happens if my child does have SEN? How is the decision made about how much support my child will receive?	<p>If your child has been assessed as having special educational needs support will start straight away; depending on their level of need they may be placed on the school's SEN Support register. This support may include a modification to the curriculum to suit his/her needs, and/or any provisions and/or any suggested adaptations to the setting. Arrangements will be made for parents to meet with the class teacher and SENCO to discuss their child's needs, share strategies used, and ensure the provisions in place are appropriate. If other professionals are involved, a meeting will be held to discuss the child's needs and ensure they are met. If your child is new to the school you will be invited to visit the school with your child to have a look around and speak to staff before a formal meeting with the class teacher and SENCO.</p>
How will you	Where an assessment from outside agencies exists about a child SEN, the

<p>find out more about what my child needs?</p> <p>What will you do once you know what my child finds difficult?</p>	<p>information will be used to create a personalised package of resources/support. If no assessment information exists the school educational psychologist will assess a child and write a report outlining a child's needs and ways the school could meet them. If these needs change, support is adjusted as necessary. A child's resources/support is monitored throughout the year and regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs, which require support. If a child joins from another school, information provided by the feeder school, along with our own assessments will be used to allocate resources/support for the child.</p>
<p>Who makes sure everything is happening?</p> <p>How will I know if the provision is making a difference for my child?</p>	<p>All provisions are monitored by the class teacher and SENCO throughout the academic year and are regularly reviewed. If a child's needs change the provisions provided will be adjusted as necessary. Parents have the opportunity to meet with the class teacher during termly parents evening to discuss the impact of provisions and next steps.</p> <p>Termly assessments of your child's development will let us know whether or not the provisions provided are making a difference.</p>
<p>What if I think my child needs more than the school can provide?</p>	<p>If you or the school believe that your child's needs more support than the current provision/s the school is able to provide, or that your child isn't making the progress that they should and is falling further behind, you or the school can ask the Local Authority (LA) to carry out what's called a 'educational health care assessment'. This is a detailed investigation by specialists to find out what your child's special educational needs are and what special help is required. This is a legal process carried out by the local authority. You can find more details about this in the Local Authority (LA) based Local Offer, on the Staffordshire county council web site: <a href="http://www.staffordshiremarketplace.co.uk/">www.staffordshiremarketplace.co.uk/</a> The school will send in a request form for an educational health care assessment, if they do decide to carry out an assessment the school will provide the Local Authority with a lot of information about your child. The Local Authority will decide whether or not they think your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If the Local Authority believe this is the case an 'Educational Health Care Plan (EHCP)' formally known as a 'statement of special educational needs' will be written. This will describe your child's special educational needs and outline what special support your child will receive from the LA 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. The EHCP may be used to support your child with whole class learning, individual programmes or small groups that includes your child. Each child's programme will vary depending on the needs</p>

	of the child and the targets set in the EHCP.
What if the local authority says no?	If the LA decides not to issue an EHCP, they will write to you informing you of their decision. The school will review or continue with the support at the current level 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. If you're not satisfied with a local authority's decision about the assessment of your child's needs, you can appeal to a SEN tribunal.

## Arrangements for supporting transitions for pupils with significant SEND

<p>How will the school help my child to manage the transitions into the school, into a new class or on to a different school/adulthood?</p>	<p>We recognise that transitions can be difficult for a child with SEN and/or disability and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to our school we will:</p> <ul style="list-style-type: none"> <li>• Carry out a home visits if your child is starting in our nursery or leaving Nursery to attend our reception. This will include an induction meeting for parents to ensure up to date information is shared between parents and the school.</li> <li>• On entry to our Early Years setting there are several induction meetings and 'come and play sessions' for parents/carers and their children.</li> </ul> <p>If your child is moving to another school we will:</p> <ul style="list-style-type: none"> <li>• Contact the new school's SENCO and ensure they know about any special arrangements or support that need to be made for your child.</li> <li>• The records of children moving mid phase will be transferred within five working days of the parents notifying us that their child has been enrolled at another school. We shall confirm the transfer by telephone.</li> </ul> <p>When your child moves classes in school we will:</p> <ul style="list-style-type: none"> <li>• Pass on information about your child's needs to the new class teacher in advance.</li> <li>• Plan a meeting between your child's current and new teacher so they can discuss your child's individual targets, needs and provisions.</li> <li>• Create a transition book for your child to help support the move if needed.</li> <li>• Arrange transition sessions so your child will spend time with their new teacher.</li> <li>• Arrange a transition meeting between parents, SENCO current and new class teacher towards the end of the summer term. This will be an opportunity for parents to meet the new teacher, and opportunity to discuss any concerns parents may have and find out about the expectations etc. for the new academic year.</li> </ul> <p>If your child is moving on to secondary school:</p> <ul style="list-style-type: none"> <li>□ The SENCO will meet with the receiving School's SENCO to discuss the specific needs of your child.</li> <li>□ Your child will create a 'Personal Passport', with their class teacher and the SENCOs support.</li> <li>• Children with a Statement or EHC Plan will have their Transition Review in Year 6</li> </ul>
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prior to their move to KS3. At this meeting all agencies involved with the child will be invited including the school they are transferring to.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- High school staff are invited to attend 'pre-transition' meetings including reviews and TAC's.
- Encourage the introduction of external agencies that will need to provide support in high school.
- Extra transition visits dependent on the pupils need.

This will include information about themselves for their new school.

□ 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.

### Information about funding and resources

How will the school fund the support needed by my child?

How are decisions made about funding?

Staffordshire delegates special needs funding to schools. Funding is allocated by a locally agreed formula, which is designed to reflect the school's circumstances and those of the children in it. This means that the head teacher and the Governors decide how best to spend the money in order to meet the needs of all pupils in the school. The funding is used to pay for staffing costs to support pupils, resources, equipment, training and specific projects within school. Most children's needs are met through a proportion of the Age Weighted Pupil Unit allocated to all schools.

1. Age Weighted Pupil Unit Allocations (AWPU) This funding is based on pupil numbers and the majority of funding will come from this source. Part of the AWPU is to provide for children with special needs.
2. Additional School Needs (ASN) including Pupil Premium. This funding is allocated to schools to support all children with additional needs including those children with statements or EHC Plans. This funding is given to schools to raise the attainment of disadvantaged children. The money is given to schools using a formula based on pupil prior attainment, social deprivation (free school meals), and a lump sum.
3. Additional Educational Needs
  - Additional Cluster Needs (ACN) and
  - Higher Level Needs (HLN) This funding is for children who have exceptionally complex needs and it is expected that support services will have been fully involved with the child. Children may or may not have a statement of special educational needs or an EHC Plan.

### Information on where to find further support

<p>Where can I or my child get further help, information and support?</p>	<ul style="list-style-type: none"> <li>• If you have any concerns regarding your child always contact the class teacher first.</li> <li>• Miss Gardner, SENCO</li> <li>• Mrs Lowe, Headteacher</li> <li>• The School Governor with responsibility for SEND is Mrs Fiona Boulton</li> </ul> <p>Appointments can be made by phoning the school office on 01782 680649, Support services for parents with pupils with SEND include: Parent Partnership - information board situated next to the School Office.</p> <p>More information can be found at <a href="http://www.staffordshiremarketplace.co.uk/">www.staffordshiremarketplace.co.uk/</a></p> <p><a href="http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds">http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds</a></p> <p>If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours.</p> <p>Alternatively email on <a href="mailto:spps@staffordshire.gov.uk">spps@staffordshire.gov.uk</a>.</p>
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### Complaints procedure

<p>How do I complain if I am not happy with what is happening for my child?</p>	<p>If you have any concerns about the SEND provision we provide for your child please discuss this with your child's class teacher. If necessary an appointment can be made with the SENCO and/or the head teacher. Should the matter be unresolved parent/s should contact the "responsible person" on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/ or Secretary of State.</p> <p>Any parent with a complaint should refer to the complaint produce policy, which is available on the schools' websites.</p>
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This policy has been written with due regard for: • Section 69(2) of the Children and Families Act 2014 • Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014

This information report will be reviewed at the end of the academic year.  
Date of next review-By the end of July 2017.