



Austrey CE Primary School

SEND Information Report

Context

Austrey is a small village, Church of England mainstream primary school catering for ages 4 – 11.

Admission Arrangements for pupils with SEN or disabilities

As a mainstream school we welcome children of all abilities. We invite parents to visit the school and discuss provision for their child and any specific support that they may need.

Identification of SEND

At Austrey C of E Primary School children are identified as having SEND through a variety of ways:

- Liaison with previous school/nursery
- Children performing below age expected levels
- Concerns raised by parents
- Concerns raised by class teacher
- Liaison with external agencies
- Health diagnosis via a paediatrician
- Lack of progress
- Test scores
- Change in the learners behaviour/attitude

What areas of SEND are provided for?

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Raising Concerns

How will I, as a parent, raise concerns if I need to?

- Contact your child's teacher
- Contact the school SENCo

How will Austrey support my child?

- Teachers deliver quality first teaching.
- Our SENCo oversees all support and monitoring of the progress of any child requiring additional support across the school.
- If a child needs more focused support such as reading, spelling etc, then the pupil will be placed in a small focused group for additional support.
- The class teacher will oversee, plan and work with each child with SEND needs, in their class, and is accountable for the support and progress of the child in all areas of the curriculum

Who will explain progress to me and what opportunities will there be for me to discuss my child?

- We strongly believe that education should be a partnership between parents and teachers.
- We offer an 'open door' policy to enable you to make appointments with your child's class teacher and/or the SENCo.
- Formal parents evenings take place twice a year, in the autumn and the spring terms with an open evening in the summer term.
- Our SENCo is available for appointments on parents evening.
- For further information, the SENCo is available to discuss support in more detail.

How are the governors involved and what is their responsibility?

- The SENCo reports to the governors every term to inform them about the progress of children with SEND.
- A link SEND governor holds regular meetings with the SENCo to evaluate provision.
- This report does not refer to individual children and confidentiality is maintained at all times.

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

- All work in class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Where appropriate, specialist equipment may be provided for a child (e.g. pencil grips, easy to use scissors etc).

What support will there be for my child's well-being?

- The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. These include; nurture provision run by two trained teaching assistants, children having named adults to talk to, 'Taking Care' protective behaviours taught across the school.

What steps has school taken to prevent SEN pupils from being treated less favourably than other pupils?

- SEN children and their needs are discussed regularly at staff meetings.
- Staff training/inset days provide an opportunity for staff to learn more about some of the difficulties that pupils with SEN may be experiencing and suggested strategies to support.

Does my child have a voice?

- Children who have an IEP (Individual Education Plan) discuss their targets with their teacher and/or teaching assistant.
- If a child has a Statement or an Educational Health Care Plan, their views and opinions are sought prior to any meeting.
- Through whole school 'Taking Care' scheme, children are encouraged to share their opinions and form 'a network of trust' to talk to adults about concerns.

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

- As a school we measure children's progress in learning against national expectations and age related expectations.
- During the foundation stage children's progress is measured against the Development Matters statements and at the end of the year against the Early Learning Goals.
- For children with higher levels of need, progress is measured against Progress Indicators, known as P levels.

Administration of Medication

- Parents need to contact schools if medication is recommended by health professionals. Administration of medication will be discussed on an individual needs basis.
- On a day to day basis, medication will generally be monitored and administered by administration staff.

How accessible is the school environment?

- The school site is wheelchair accessible.

How are the school's resources allocated and matched to the 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.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, which may involve support from a teaching assistant.

How effective is the support for my child and the effectiveness of the provision?

- Pupil progress meetings are held termly between the class teacher, SENCo and Head Teacher.
- The Head Teacher and SENCo will discuss each child's needs and discuss what support is most appropriate.
- These discussions take place at least termly based on progress and the individual child's needs. Based on these discussions and evaluations provision will be amended as necessary.

What is the provision for transition?

Within our own setting there are planned transition arrangements for all children as they move from one year to the next. SEN children are supported further through discussions to prepare them for a move and familiar adult support to help with that transition. Information and positive support strategies for each child are shared with new class teachers.

When moving to a new setting the SENCo will liaise with the new setting and support parents and the child with the changes ahead. Often, extra visits may be arranged prior to the move along with discussions to allow the child the opportunity to talk about the move and address any concerns they may have. These transition plans are tailored to the individual's needs.

What specialist services and expertise are available to Austrey or accessed by the school?

- Our SENCo is Lisa Stephenson
- Our SENCo is a fully qualified teacher, a member of the Senior Leadership team and has the SENCo qualification.
- As a school we work closely with a variety of external agencies relevant to the children's needs, including :-
 - School nurse
 - CAMHS (Child and Adult Mental Health Service)
 - Speech and language
 - Children's Services
 - IDS (Integrated Disability Service)
 - CAF (Common Assessment Framework)
 - Educational Psychology

Specialist Services

- An Educational Psychologist (EP) is allocated to each school. The EP normally only works directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions that have previously been implemented. The EP will offer support/advice to the school and parent.

How these services are secured?

- Services are approached and accessed by school on an individual needs basis.
- School will act as a liaison between all parties involved as necessary.

Complaints

Please refer to the Complaints Policy on the school website

Who can I contact for further information?

- Arrange to meet our SENCo in school 01827 830248 or email admin@ austrey.heartwoodmat.co.uk
- Look at our SEND Policy on the website
- Contact Warwickshire Special Educational Needs Information Advice and Support Service (02476 366054)