

Mickle Trafford Village School



Special Education Needs Information Report

September 2018

Introduction

It is very important to us that the children at Mickle Trafford Village School are happy and have access the best education possible. We value the strong links and a close partnership that exists between home and school. This report has been written to help parents have a better understanding of what is available to help your child and has been written in consultation with parents. We hope it is helpful and informative, but should there be anything that you wish to ask please contact school directly. It is our aim to identify SEN as soon as possible so that we are able to plan and support your child, this will ensure they have the best opportunity to achieve their potential.

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

What is the Local Offer?

From September 2014 Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special education needs aged 0-25, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support you believe is right for your child.

We hope that, once you have read this report, you will feel more informed of the processes involved in identifying SEN and also about the ways we work to meet the needs of children with SEN at school. The report is intended to help you gain an understanding of the ways we try to ensure that your child's individual needs are being met and also help you understand some of the terminology used when we are talking/writing about children with special educational needs.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES

Who are the best people to talk to in Mickle Trafford School about my child's difficulties with learning/ SEND?

How can I talk to them about my child if I need to?

The Class Teacher

The first person to speak to if you have concerns about your child is their class teacher.

Class teachers are responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation)
- Checking on the progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work, additional support, intervention programmes, adapting resources). They will let the Special Educational Needs/Disabilities Coordinator (SENDCo) know of planned interventions for individual and groups of children for their class.
- Making sure that records of your child's progress and needs are kept up to date
- Writing a personalised SEND Profile which will identify goals; these will be shared with you at least once a term
- Completing relevant paperwork, as advised by the SENDCo, so that additional assessments can be arranged
- Ensuring that all members of support staff working with your child are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and to make progress
- Attending regular training and completing independent research to ensure that skills are up to date

The SENDCo- Mrs Karen Burnett

Responsible for :

- Coordinating support for children with SEND and arranging assessments when concerns have been raised by parents or staff
- Developing and reviewing the school's SEND policy to make sure all children get a consistent, high quality response aimed at meeting their needs in school
- (Alongside the class teacher) Reviewing and writing SEND Profiles for children with specific identified needs and, where appropriate, co-ordinating applications for funding and/ or an EHCP
- Liaising with other professionals to help to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Liaising with parents to arrange formal and informal meetings to review their child's progress and provision in school - including planned review meetings to seek or extend funding
- Updating the school's SEND register (a system for ensuring that all SEND children in our school are identified and appropriately recorded on school systems)
- Coordinating support teachers and support staff in the school so they can help children with SEND to make the best progress possible and that children with funding receive specific targeted support in line with the number of hours allocated
- Timetabling in school assessments and making sure that these are rigorous and fit for purpose
- Organising training for staff so they understand and are confident about how to meet the needs of your child

- Liaising with TAs with responsibility for supporting children with SEND to ensure that appropriate resources and equipment is available for children, staff and parents

The Head teacher - Mrs Wendy Lyon

Responsible for :

- The day to day management of all aspects of the school, including the support for children with SEND. She will give responsibility to the SENDCo and class teachers but remains accountable for ensuring that your child's needs are met.
- Making sure that the relevant documents related to SEND are up to date and accessible on the school website.
- Ensuring the Governing Body is kept up the date about issues relating to SEND and that allocated monies are used appropriately and effectively.

The SEND Governor - Mr Johnny Williamson

Responsible for :

- Making sure that the necessary support is given for any child who has SEND attends Mickle Trafford Village School, who
- Creating and feeding back information regarding the delivery of SEND in school to the Governing Body

All can be contacted via the school office. The class teacher and SENDCo are available to speak to at the end of the day

School contact: 01244 981321

admin@mickletrafford.cheshire.sch.uk

If you would like any independent support or advice about any aspect of your child's Special Educational Needs please

contact the **Information, Advice and Support Service:** iasservice@cheshirewestandchester

B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specifically aimed to meet their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school such as Teaching Assistants
- Staff who visit the school from the Local Authority such as Sensory Service (for children with a hearing or visual need) or an Educational Psychologist
- Staff who visit from outside agencies such as Speech and Language Therapy (SALT) Service.

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

A child not achieving or progressing as expected, despite additional strategies and intervention being put in place over a period of months, may be considered to have a SEND. This could cover a number of different aspects - your child may be having difficulties with reading, writing, maths or with managing their behaviour. This may mean they need extra support in the classroom, outside at lunch and break times or at home - or a combination of this. Working in partnership with you, we will discuss ways in which your child's work will be prepared and/or presented in different ways to enable them to learn in the way which best suits them.

How will I be informed if my child is receiving additional support?

After termly or half termly assessments the class teacher may be concerned that your child is not making the progress expected of them. Sometimes the class teacher believes that your child would benefit from additional support via an intervention programme - if this is the case you will be informed of this by letter, it will explain the type of intervention and what this will involve for your child. Generally, if your child has an issue with managing their behaviour a face to face meeting will be arranged.

If a parent or class teacher requests a meeting these will be conducted in a positive, respectful manner and intended outcomes mutually agreed.

In these meetings we will:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss whether it is appropriate to carry out any further assessments in school

Discuss with you any referrals to outside professionals to support your child's learning or those which parents have instigated via their GP, CAMHS or other agencies

We recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way.

What are the different types of support available for children with SEND in our school?

The teaching and learning environment in all classes is inclusive and teachers adapt the classroom and wider school environment to support the individual children's needs.

All class teachers follow targeted classroom teaching (**Quality First Teaching**) which means :

- The teacher has the highest possible expectations for your child and all children in their class
- All teaching is differentiated and builds on what your child already knows, can do and can understand
- Different teaching strategies are in place so that your child is fully involved in learning in the class. This may involve visual timetables, practical learning, access to technology etc.
- Specific strategies (as laid out in SEND Profile and advised by specialist agencies) are put in place to support your child to learn or help them manage behaviour positively
- Your child may be supported by a TA in class who has a particular specialism and training in your child's area of need

Specific small group work -these are often called Intervention Programmes by school.

- These may be run in the classroom or outside in intervention areas such as the breakout room, library or gallery.
- Your child's teacher will have carefully monitored your child's progress. If he/ she is concerned that your child has a gap or gaps in their understanding, they plan for extra support to be delivered aimed at addressing the areas that your child is having difficulty with.
- She/he will plan additional group sessions and /or identify an intervention programme for your child with targets to help them make progress
- Groups may be run by a teacher or a Teaching Assistant and the impact on progress is reviewed half termly. Groupings are usually flexible - your child may continue after the review or alternatively may have made sufficient progress that they are no longer causing concern. Your child will be closely monitored and if it is felt, at a later date, that they would once again benefit from additional intervention parents will be informed.

Specialist groups run by outside agencies e.g. Speech and Language Therapy

If your child has been identified as needing more specialist support in addition to Quality First Teaching and intervention groups, the SENDCo will make a referral to outside agencies e.g., Speech and Language Therapy, Educational Psychology etc., to advise and support the school in enabling your child to make progress,

What could happen?

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help to plan possible ways forward. If it is agreed that the support of an outside agency is a way forward you will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and yourself to understand your child's particular needs better and therefore be able to provide them with targeted support to ensure

they make the best possible progress. The specialist professional will work with the teacher to understand your child's needs and make recommendations as to the ways your child is given support.

Specified Individual Support

This type of support is usually provided for children whose learning needs are severe, complex and lifelong. This is provided via an Education, Health and Care Plan (EHCP) or Top Up Funding. This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. It is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this on the Local Authority based Local Offer on <http://www.westcheshirelocaloffer.co.uk>
- After the request had been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough 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 outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support already provided.
- After the reports have all been sent in the LA will decide if your child's needs are severe, complex and lifelong and that they need more than 25 hours of support in school to make good progress. If this is the case they will write an EHC Plan or provide additional funding. If this is not the case, they will ask the school to continue with the current support already provided 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.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for you child.
- An additional adult may be used to support your child access whole class teaching, run individual programmes or run small groups including your child.

How will we support your child with identified special needs starting school?

- We will first invite you to visit the school with your child to have a look around and speak to staff
- Your child's teacher may make a home visit and also visit your child in their current setting
- We may suggest adaptations to the settling in period to help your child to settle more easily
- We will liaise with professionals currently involved in meeting your child's needs and also with those in your child's current setting so that transition can be as smooth as possible
- We will make sure that, where appropriate, classmates are aware of your child's needs and ways in which the children can support each other
- We will make sure that staff are aware of your child's needs and of any specific strategies or routines that should be used to help your child thrive
- We will make reasonable adjustments to the school environment or provide additional equipment or support so

	<p>that your child is able to access the curriculum and participate as fully in school life as possible.</p>
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have any concerns about your child's progress you should speak to your child's class teacher initially • If you feel your concerns are not being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher • If you are still not reassured you can speak to the school SEN Governor or follow formal procedures set out on the school website
<p>How is extra support allocated to children?</p>	<p>The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEN.</p> <ul style="list-style-type: none"> • The Headteacher and SENDCo decide on the deployment of resources for Special Educational Needs and Disabilities. • HT and SENDCo discuss all the information they have about children with SEND in the school, including <ul style="list-style-type: none"> ○ The children getting extra support already ○ The children predicted to need extra support in the immediate future ○ The children who have been identified as not making expected progress <p>They then decide what resources/training and support is needed and allocate provision to best meet the needs of all learners. This process is ongoing and allocations may change depending on the changing needs of the children.</p>
<p>How will the teaching be adapted for your child with SEND?</p>	<p>Class teachers plan lessons according to the specific need of all groups of children in their class and will ensure that learning tasks are adapted so that your child is able to access lessons as independently as possible.</p> <ul style="list-style-type: none"> • Experienced support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary - they may scribe for the child, provide additional resources, explain the task in simpler terms, work as the child's partner or encourage resilience for example. • Specific resources and strategies may be used to support your child individually and in groups - books may be of different colours other than white, print may be enlarged, additional time given to complete tasks or time frame frames tightened depending on need • Planning and teaching will be adapted if it is deemed that your child will be unable to access a broad and balanced curriculum - discussions with staff at planning meetings will have regard for the needs of all learners including those with SEND
<p>How are the adults in school helped to work with children with SEND and what training do they have?</p>	<p>The SENDCo's job is to support the class teacher in planning for children with SEND.</p> <ul style="list-style-type: none"> • 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. This may be a whole school training on SEND issues or to support identified groups of learners in school, such as Autism or Dyslexia for example. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children

	<ul style="list-style-type: none"> In- house training is also organised by the SENDCo and delivered to teachers and support staff <p>All teaching staff and support staff have accessed training in autism awareness, some have received positive handling training</p> <p>We have a members of staff who have training in specific areas of SEND including Elklan (Speech and Language), ELSA (Emotional Literacy Support Assistant), Autism, Dyslexia, Dyscalculia, ADHD and assessment.</p>
<p>Who are the other people providing services to children with SEND in our school?</p>	<p>School provision</p> <ul style="list-style-type: none"> Teaching Assistants Irlen screener Elklan trained TA Elsa trained TA Family Liaison counsellor <p>Local Authority Provision/ Outside Agencies</p> <ul style="list-style-type: none"> Speech and Language Therapy Educational Psychology Service Sensory Service Information, Advice and Support Service Behaviour Consultant Occupational Therapy Physiotherapy CAMHS School Nurse Community Paediatrician
<p>How will we measure progress of your child in school? And how will we inform you of their progress?</p>	<ul style="list-style-type: none"> Your child's progress is continually monitored by his/her class teacher - through observations during lessons, marking work, ongoing discussion with your child and also with support staff. If there is anything which is a cause for celebration or concern we will inform you promptly. His/her progress is reviewed formally at least every term in reading, writing and numeracy and progress is tracked on the school systems. It is possible that rate of progress falls outside the usual school parameters - in this case PIVATS will be used to monitors progression. All children in, including those with SEND, complete a termly reflection. This outlines the children's views about progress towards targets, next steps and also successes across the curriculum over the term. At the end of each Key Stage (i.e. at the end of Y2 and Y6) children are required to be formally assessed using Standard Assessment Tests (SATs) If your child is not able to access these tests in a meaningful manner then it is possible to be withdrawn from completing them. Results of these tests are available at the end of the summer term. SEND Profiles are reviewed and updated every term - the Profile for the next term is written following review

	<p>and the new profile shared with parents and their input added</p> <ul style="list-style-type: none"> • The progress of children with IPF or an EHC Plan is formally reviewed at an Annual Review with parents and all adults involved with the child's education being invited to participate in the process. The child's views are also sought as part of this process. Targets will be set that reflect ambitions which could include higher education, employment, independent living and participation in society. • Teachers meet with the Head teacher on a termly basis as part of pupil progress meetings - the progress of SEND children is addressed specifically. • The SENDCo will also check that your child is making good progress within any individual work or group that they take part in through regular monitoring - all interventions are formally reviewed by the teacher or TA responsible for delivering them • We hold regular parents' evenings when information on your child's progress and targets is shared • In the summer term, parents receive a written report detailing progress made during the year and an attainment and effort grading. Attainment will be most likely graded as working towards the foundations of the year group expectations, working towards the year group expectations, working at year group expectations or working at greater depth within year group expectations. • Parents can also make appointments to see teachers and the SENDCo at any time for updates
<p>How will your child be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> • The school effectively uses our experienced TAs to help support and enable children to enjoy visitors to school, access out of school experiences and fully participate residential trips. • We believe these are a valuable and essential part of the curriculum and whenever possible make appropriate adjustments so that all children can become fully involved with activities. We have successfully supported children with a range of SEND over several nights on residential visits and found that these experiences are invaluable in improving the confidence, self-esteem and team building skills of all children. • In exceptional circumstances, possibly in medical cases for example, a parent may be asked to attend a residential to ensure a child is able to safely access the planned activities or receive appropriate support during the night. • At all times the safety of your child and that of other children is paramount and we will be guided by professionals if there is discrepancy between the expectations of parents or the school.
<p>What support do we have for you as a parent of a child with SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to your class teacher regularly so we know what they are 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 well in both places • The class teacher, SENDCo and Headteacher are available to meet with you to discuss your child's progress or any worries you may have - appointments can be made by emailing or telephoning the school office phone • You may wish to take the opportunity to meet your child's new class teacher/ support staff in the summer term before your child starts a new year group in the autumn term • All information from outside professionals will be discussed with you and reports copied and shared with you • SEND Profiles will be reviewed with your involvement • Homework will be adapted as needed to address your child's individual needs and in certain circumstances time

	<p>make be given to complete homework at school</p> <ul style="list-style-type: none"> • A home/school book may be used to support communication between home and school • Guidance about where to seek additional support for yourself or your child will be sought if requested
<p>How is Mickle Trafford School accessible to children with SEND?</p>	<ul style="list-style-type: none"> • The school is on one level and is accessible to children with physical disability via ramps • The school has disabled toilet facilities • We ensure that equipment used is accessible to all children regardless of their needs • We endeavour to ensure extra-curricular activities are accessible for all children including those with SEND
<p>How do we support your child when they leave Mickle Trafford school?</p>	<p>We recognise that transitions can be difficult especially for a child with SEND and take steps to ensure any transition is as smooth as possible.</p> <p>If your child is moving to another school</p> <ul style="list-style-type: none"> • We will contact the new school SENDCo and ensure he/she knows about any special arrangements and support that needs to be made for your child • We will make sure all records about your child are passed on as soon as possible <p>When moving classes in school</p> <ul style="list-style-type: none"> • Information will be passed on to new class teachers in advance as part of a detailed handover. This will include a SEND passport detailing outline strengths, areas which your child may find a challenge and tried and tested strategies for supporting your child. • SEND Profiles are shared with the new teacher and teaching assistants • If your child would benefit from additional support through picture stories, a social story or a timetable to help them understand moving on then these will be made alongside them • Your child will have time in their new class in the summer term - meetings between your child and their new teacher can be increased if appropriate <p>In Year 6</p> <ul style="list-style-type: none"> • The SENDCo/Year 6 teacher will discuss the specific needs of your child with the SENDCo of their high school - parents can be present during these meeting if they wish or alternatively attend open evenings/ arrange their own appointments to meet with the high school SENDCo • Your child may complete focussed learning tasks about aspects of transition to support their understanding of the changes ahead and offer additional coping strategies to help ensure that transition is as smooth as possible • Additional transition/visits are organised and supported by experienced Tas - these include the opportunity to buy lunch, have tours of the school and meet staff.
<p>How are my child's Emotional and Social development supported at</p>	<p>We recognise that children with SEND may also have Emotional and Social Development needs that will require support in school.</p> <ul style="list-style-type: none"> • The Emotional Health and Well-being of all our children is very important to us in particular those children with

<p>Mickle Trafford School?</p>	<p>SEND. We will consult children with SEND, gather pupil voice, and involve them in planning the next steps in both their academic education and also in developing life skills.</p> <ul style="list-style-type: none"> • Children's future aspirations will be discussed. At all times children will be encouraged to engage in a curriculum that is positive and hopeful with regard for long term outcomes. • We have a robust Safe Guarding Policy in place, following national and LA guidelines • We are a Rights Respecting School which means we take good behaviour, with children understanding their roles and responsibilities in creating a climate of respectful relations, and anti-bullying seriously • Staff continually monitor the Emotional Health and Well-being of all our children • We have a Family Liaison Worker who meets with children experiencing difficulties on a monthly basis • ELSA sessions are available weekly to help children who have been identified by either staff or parents as requiring additional input • Specific whole class lessons, group work and assemblies are used to maintain all children's social and emotional wellbeing • Health Week includes specifically targeted sessions to encourage recognition of strategies that are useful to promote positive emotional resilience and wellbeing • The values of respecting democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are actively promoted through provision of a broad and stimulating curriculum. • Mental Health First Aid training completed • Next Steps Training - 3 staff members trained to promote mental health and wellbeing for children in school • Mindfulness training planned 2018-19
<p>What do I do if I am unhappy with a decision regarding the provision for my child with SEND?</p>	<p>Mickle Trafford Village School has an agreed complaints procedure which is detailed in Complaints Policy. This is published on the school website.</p>