

Sywell CE Primary School SEND Information Report

Welcome to our SEND information report!

This guide can help you find out you how we support children with Special Educational Needs at Sywell.

All children deserve to reach their full potential. It's important to us that we work together with everyone involved within our school community to enable this to happen.

If you think your child may have a Special Educational Need or you would like to discuss your child's specific Special Educational Needs, please speak to their class teacher or contact Hannah Culverhouse, our SENCO, on 01604 644565.

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Who are the people involved in supporting children with Special Educational Needs at Sywell?

Hannah Culverhouse-SENCO

Part of the SENCO's role is to support the class teacher in planning for children with SEND and to coordinate and liaise with all parties to ensure that interventions tailored to your child needs are in place.

Every class teacher is a teacher of Special Educational Needs. Teachers work closely with the children, Teaching Assistants and the SENCO to support children to be the best that they can be and to reach their full potential. Your child's teacher is the first point of contact if you have any concerns.

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Liz Blakeley-Headteacher

Mrs Blakeley is responsible for the day-to-day management of all aspects of the school and this includes the support for children with SEND. She delegates responsibility to the teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.

Where necessary, the school will work with outside agencies to support a specific child or family. For example, we may use specialists in the area of Dyslexia, Autism, ADHD, Speech and Language, Local Authority Support Services and Educational Psychologists and Health and Social Care Bodies.



Some children may find learning more challenging or may not yet be working at the same level as their peers and this doesn't have to be because they have a Special Educational Need. For example, they may have a disability that can be provided for, through reasonable adjustments which the school can make. They may not have attended school regularly, or have English as an additional language. Whatever the reason, this will be recognised, and your child will be supported to achieve their potential at Sywell.

How does our school recognise children with Special Educational Needs?

At Sywell, the rate of progress a child makes is carefully tracked and monitored during their time at our school. If their rate of progress is significantly low, despite high quality teaching and additional interventions, the school's Special Educational Needs Coordinator (SENCo) will investigate the potential of an undiagnosed special educational need. The SENCo will liaise with the child's parents, class teacher and other staff who may have supported the child; work with the class teacher to complete diagnostic work with the child if appropriate; and refer the child (with parental consent) to specialist professionals who work with the SENCo (e.g. Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.). Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the single category on the school's SEND register. If a child with SEND does not make good progress with additional intervention, a request for an Education & Health Care Plan may be discussed with parents.

What types of support do we provide in school for children with SEN?

There may be areas and times where support may be given to your child. For example, we may give them support to use specific strategies in their learning, adapting the curriculum or we might feel it best to arrange for them to go to a small intervention group to assist them with their learning. This may include working in a small focussed group or through one-to-one teaching that will tailor learning to the needs of the child. It may also be that we think about the best sort of space and environment for your child and make provisions for this.

The SENCO and the teachers work together in identifying any additional needs of the children and sometimes we ask for professional guidance from professionals from outside the school, such as the Educational Psychologist or a Speech and Language Therapist. If this is the case, we will always talk it through with you first.

Some children will need an Individual Support Plan (ISP) to help their learning. This plan will be made in collaboration with the child, parents/carers and the necessary staff. The plan will provide ideas and support towards children achieving individual achievable targets. The IEP and the child's targets are reviewed at regular intervals at least termly, by those professionals involved, the school's SENCo, the child and their parents.

This helps to ensure that good progress is being made and that the child is being supported in the best way to achieve their targets or outcomes.

Who do I speak to about my concerns?

CONTACTING CHILDLINE

You can talk to us about anything. No problem is too big or too small. Call us on [0800 1111](tel:08001111) or chat to us online.



Children: If you would like to talk about any concerns to a member of staff, you are always welcome and we will do our very best to help you. 'Childline' is also a fantastic way you can ask for help if you need to, night or day. Have a look on their website for more details <https://www.childline.org.uk/get-support/contacting-childline/>

Parents: If you think your child may have a Special Educational Need or you would like to discuss your child's specific Special Educational Needs, please speak to their class teacher as the first point of contact or contact Hannah Culverhouse, our SENCO, on 01604 644565.

If you feel the matter has not or will not be resolved at this level, or you have a complaint, then the SENCO and the Head teacher are the people to contact. You can make an appointment via 01604 644565. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

What kinds of SEN are provided for at our school ?

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Communication And Interaction

Attention/Interaction skills: A child may have difficulties ignoring distractions and may need help with refocussing attention. This might make it challenging to be able to initiate or maintain a conversation.

Understanding/Receptive Language: A child might need visual support to understand or process spoken language.

Speech/Expressive Language: A child may use simplified language and limited vocabulary. There may be some immaturities in the speech sound system.

Cognition and Learning

Pupils may have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills, sequencing and organisational skills
- An understanding of number problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills, exercising decision making
- Information processing.

Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Social, Emotional and/or Mental Needs

A child may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties
- Anxiety and depression
- Attachment disorders
- Low self esteem

Sensory and /or Physical Needs

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaption
- Physically accessing the building(s) or equipment
- Over sensitivity to noise/smells/light/touch/taste
 - Toileting/self-care

How does our school consult and involve families with Special Educational Needs?

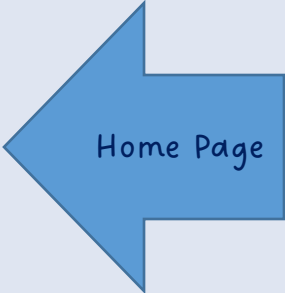
Children: We value you and want to celebrate the way you think!

We have a School Council ranging from Year 1 to Year 6, where you can discuss any issues or views openly. If you have an Individual Support Plan, then where possible, we will invite you to talk about your individual plan with your class teacher and the SENCO and you can help to us to review how you are getting along and to set new targets. This way, you'll really have a good idea about what your next steps in your learning look like!

Parents: We want to communicate and involve you all the way!

We like to encourage parents to be partners with the school in their child's education through informal discussions, telephone contact and parent consultation meetings. Parents of children with SEN are invited to review their child's ISP to review the provision and progress to date and agree future provision. Parents receive minutes and copies of key documents from these meetings.

Documents such as the SEND Progress Summary Report are also sent home to keep parents informed about their child's progress.



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How will Sywell support my child to engage in all activities?

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At Sywell, we firmly believe that every learner should be entitled to the same access to extra-curricular activities and we make reasonable adjustments to ensure participation for all. We support inclusive learning and every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off-site. A risk assessment is carried out prior to off site adventures.

How can Sywell support my child during their transitions?

'Moving on' can be a challenging time for children with SEN and we always endeavour to promote and support smooth transitions.

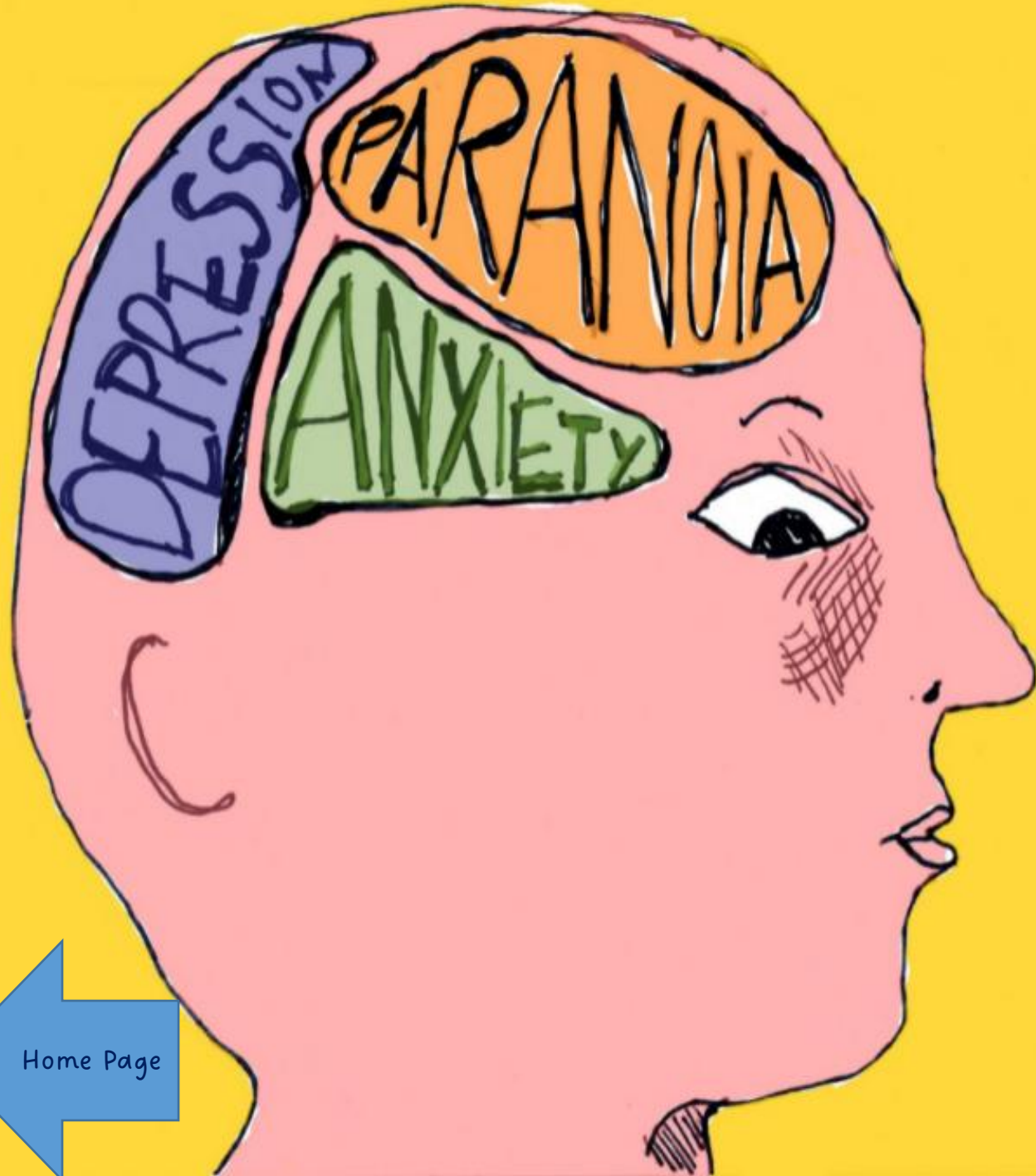
Sometimes children who join our school are already diagnosed with a special education need or disability. In this circumstance, information is transferred to the school from the child's pre-school setting (where applicable) and this is used by the SENCO and the school's Reception team to appropriately adapt provision.

When children with SEN leave our school at the end of Year 6, the SENCO and the Year 6 teacher meet with the receiving secondary school's SENCO and class teacher. We transfer the child's SEND file to the receiving school, which contains all assessments and records used to support the child's progress during their time at our school. Children with SEND will be invited to attend additional induction days at their secondary school and the SENCO will work with them on preparing for the transition: asking them how they feel about the move and ask how we and themselves can help to make it a positive experience.

When moving to a new year group in school, SEN children will have the opportunity to meet with their new teacher beforehand and all IEPs and learning plans will be passed along from teacher to teacher.



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How does the school support the emotional and social development of children with SEN?

The Social and Emotional Development of our children is at the forefront of our minds, when planning our school curriculum and approaches to teaching and learning. We encourage children to recognise and express emotions in themselves and others and to feel at ease in sharing their emotions. For those children who need additional support to improve their social and emotional development, our school provides a range of opportunities, which include intervention and well being drop ins, where children know they can go to at lunch times if they would like to talk to a grown up. We also work closely with external professionals to provide adaptive support where needed for example where it might be difficult for a child to manage their anxious feelings. In addition, all staff are fully trained in safeguarding procedures to ensure the safety of all children in our care.

What other services might I find useful?

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offerT>

- The Local Offer team publish information on this website about services available for children and young people (aged 0 to 25) with special educational needs and disabilities in Northamptonshire.

<https://www.kids.org.uk/sendiaass>

- The Special Educational Needs and Disabilities Information Advice and Support Services offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

<https://www.gov.uk/children-with-special-educational-needs>

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

<https://www.sossen.org.uk/>

<https://senmagazine.co.uk/content/support-advice/75/parenting-under-pressure-stress-and-the-sen-parent/>

How are staff trained to support children with SEN and how does the school secure specialist expertise?

Mrs Culverhouse is our school SENCO who is also a qualified teacher. The SENCO's role is to oversee the provision for all children on the SEND register and, in addition, for those children with a suspected undiagnosed SEND. All staff receive regular on-going professional development training on high quality teaching and learning, including that for children with SEND.

At Sywell, we work in partnership with a range of external professionals and specialists to ensure that we can provide the highest quality provision for children with SEND. These professionals include:

Educational Psychology

Social Care Team

Physical Disability Team (inc. Occupational Therapy and Physiotherapy)

Autism Team

Speech and Language Therapy (NHS and private provision)

Child and Adolescent Mental Health Services (CAMHS)

School Health Team

The Bereavement Counselling Service

JOGO Behaviour Support team

What are parental views on how their SEND children are supported at our school?

"The SEN support received for our child's education and development at Sywell CE School has been extremely well matched to his developing needs for equal access to education and development. We particularly value the way his whole-self development is supported including consideration of his personal strengths and areas to progress. The communication and coordinated approach of the amazing SENCo, teaching and support staff and external organisations has been pivotal to the success of the support given."

"We have received very good support from the SEND teachers & class teachers over the last few years at Sywell. We have regular meetings where our child's progress & any of our concerns are discussed and the communication is very good. Our child is provided with extra support in & out of class where needed."

What are parental views on how their SEND children are supported at our school?

"We have been very satisfied with how well our son's needs have been met at Sywell. Staff are willing to go above and beyond to support individual needs. Our son has been made to feel included, and staff are creative in finding ways to help him access all activities. Something that was important for us, was to find a school that's honoured and respected our son's idiosyncrasies- Sywell have most certainly done this, and our child feels happy, safe and part of the Sywell community."

"I would like to express my heartfelt gratitude to everyone at Sywell CE Primary School. Navigating the journey of raising a child with special needs can be daunting, and as parents, we often find ourselves questioning how our child will thrive in the world."

The dedication and support we have received from every member of the staff at Sywell have far exceeded our expectations. The genuine care and commitment they have shown our son, along with their dedication to inclusivity, is truly remarkable. From the head teacher and SENCo to his class teacher, one-to-one support staff, and all non-teaching personnel, each individual has displayed sincere compassion and understanding.

While our son experiences both challenges and successes at school, we appreciate the regular communication and collaborative action plans that keep us informed. The ongoing sessions focused on his progress, along with the shared strategies between home and school, ensure that we are all working towards providing the best possible support for him".