

# Unity Community Primary School SEND Information

## Report 2017



Unity Community Primary School is an inclusive school. We ensure that all pupils are included in all aspects of learning and school life. Some children may require additional support for a set period of time to meet their needs and some children may require support for a longer period to be included fully in classroom learning and school events.

Additional provision may be made in school for children with a range of needs, including:

- Cognition and Learning – e.g. Moderate learning difficulties
- Specific learning difficulties – e.g. dyslexia, dyspraxia
- Sensory, Medical and Physical – e.g. visual impairments, hearing impairment, sensory processing difficulties
- Communication and Interaction – e.g. autistic spectrum condition, speech and language difficulties
- Social, Emotional and Mental Health – e.g. attention deficit hyperactivity disorder

### **How does the school know if my child needs extra help?**

Your child may be identified as having additional or Special Educational Needs through:-

- Liaison with previous Nursery or previous school
- Concerns raised by the Parent/Carer
- Concerns raised by the teacher
- Discussion with Senior Leadership Team at Pupil Progress meetings
- Discussion with SENDCo
- Liaison with external agencies
- Health diagnosis through the Paediatrician
- Diagnosis through a CAMHS assessment
- Assessment by a specialist teacher

### **How will I raise my concerns if I need to?**

We pride ourselves on building positive relationships with parents with open lines of communication. You can discuss any concerns with your child's teacher or SENCO. Your class teacher will be available at the start of the day in the school playground or you can make an appointment with the class teacher or SENDCo through the school office. You can also discuss any concerns during parent's evenings.

### **How will the school support my child?**

Our SENDCo oversees all support and progress of any child requiring additional support across the school and works closely with the class teacher. The class teacher will work with each child with SEND in their class to ensure that progress is made in every area. Each pupil's educational programme will be planned by the class teacher and discussed with the SENDCo and/or other agencies involved with the child. It will be differentiated accordingly to cater for the pupil's individual needs. There may be a Teaching Assistant or specialist teacher working with your child either individually or part of a group, if deemed necessary by the class teacher/SENCO.

Occasionally a pupil may need support from an outside agency such as an Educational Psychologist or a Speech and Language Therapist. The SENCO would discuss this with the parent/carer and a referral made through the appropriate agency. After an assessment is made, a programme of support is sent to the school and shared with the parents/carers. This will be integrated into the Individual Education Plan (IEP) and recommendations put in place.

### **What is in place if my child has a medical need?**

If a child has a medical need, then a detailed care plan is compiled with support from the school nurse and in consultation with the parent. These are discussed with all staff involved with the pupil. Where necessary and in agreement with parents/carers, medicines are administered in school where a signed medicine consent form is in place to ensure the safety of both the child and staff member. Staff will be trained appropriately to care for specific medical needs from the health care professional involved or school nurse. All staff will be made aware of procedures to be followed in the event of an emergency.

### **How will the school communicate with me?**

The class teacher will meet with parents at least on a termly basis (this could be part of a parents evening) to discuss your child's progress and needs and the support in place. For further information the SENDCo is available to discuss support in more detail. Early Help meetings will be offered to families who may benefit from additional support.

### **How are the Governors involved and what are their responsibilities?**

The SENDCo provides regular reports for the governors to inform them about the progress of the children with SEND. The SENDCo will provide a report detailing area of need by year group and provision across the school. There is a linked governor with responsibility for SEND who meets termly with the SENDCo so that governors are well informed of any SEND developments in school.

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

There are age related expectations for each year group and we try and ensure that children work, as far as possible, within these expectations. All of our children access the full National Curriculum, and we recognise achievement in all curricular areas. Where children are working below the age related expectations for their age, we will support children in a variety of ways such as through the use of specific interventions to enable us to close the gap in attainment. If a child has a need related to a specific area of the curriculum then the child may receive an intervention either as part of a group or one to one. The intervention will be reviewed to monitor impact and effectiveness and inform future planning. Sometimes we may ask parents to support progress by completing additional activities at home.

### **How does the school monitor and evaluate the impact of additional or different arrangement on progress and outcomes for pupils with SEND?**

The school ensures that the impact of any intervention or additional support is monitored closely. The Headteacher, Mrs Lee, holds regular pupil progress meetings with the teaching staff to review progress. Specific children are identified to complete 'Strengths and weaknesses' questionnaires (SDQ) to monitor impact on social, emotional and mental health. The school ensures regular assessment of progress and achievement through throughout the year via the Target Tracker assessment tool.

### **How will I know how my child is doing and how will you help me support my child's learning?**

We offer an open door policy where you are always welcome to make an appointment with either the class teacher and/or SENDCo to discuss your child's needs and progress at any time. We can offer advice and practical ways you can help your child at home.

If your child is on the SEN register they will have an IEP (Individual Educational Plan) which will have individual/group targets. This is discussed on a termly basis with parents. The targets set are SMART (specific measurable, achievable, realistic and time-scaled) and are set with the expectation that the child will achieve the target by the time it is reviewed. If your child has an Education and Health Care Plan outlining their special educational needs then a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written.

### **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. The class teacher continually assesses each child where they are improving and where further support is needed. Children who are not making expected progress are picked up through pupil progress and SEND review week with the Headteacher/SENDCo and through discussion with Phase Leaders. When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted to smaller steps or a different approach may be tried to ensure the child does make progress. Outcomes of interventions will also be monitored by provision mapping indicating the impact of any additional provision the child is receiving.

### **What specialist services and expertise are available at or accessed by school?**

We access support from a specialist teacher who provides interventions for children who may have a Specific Learning difficulty (SpLD) if it is deemed appropriate.

We access support from a play therapist to provide therapeutic intervention for children with emotional needs. A specialist learning and behaviour support teacher is commissioned to assess children and advise and support on how best to work with children with SEND. Unity has a service level agreement with an Educational Psychology Service so we can have thorough assessments and reports written for children with significant levels of need.

Mrs Jolleys, the Deputy Headteacher is our SENDCo, she has been a SENDCo for 8 years and has had relevant training.

At school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour intervention; health (including GPs),

school nurse, speech therapists, occupational therapists; social services, social workers and educational psychologists.

### **What training have the staff supporting children with SEND had or currently having?**

Staff have received a range of training appropriate to the needs of the children. For example, some members of staff are Team Teach trained. A number of staff have received training on different conditions and needs such as Autism, Down syndrome and ADHD. Staff also have access to specialist training and support from the SPLD teacher and play therapist upon request. A member of teaching staff is also a trained Reading Recovery teacher who can provide support to teaching staff on 1:1 teaching approaches as well as Quality First Teaching strategies to support all learners. Some staff have also been trained in additional approaches including Inference Training and ELKLAN (Speech and Language support).

### **How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for children to be included on school trips. We provide the necessary support to ensure this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### **How are the school's resources allocated and matched to children's SEND needs?**

We ensure that all Special Educational Needs are met to the best of the schools ability with the funds available. The budget is allocated on a needs basis. The children with the most complex needs are given the most support sometimes involving a teaching assistant.

### **What support is there for behaviour and increasing attendance?**

As a school we have a very positive approach to behaviour management with clear reward and consequence systems. Systems are followed by all staff and pupils. If a child has behavioural difficulties a behaviour management plan is put in place which is shared with the parents. Our Family Support and Wellbeing Worker, Miss Marley, is available to help deal with issues around attendance and punctuality.

## **What support is there for my child's overall well-being? What is the Pastoral Curriculum?**

We are a caring and inclusive school, we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We support and develop children's emotional well-being through a focus on their social and emotional aspects of learning (SEAL) this is an embedded part of our school ethos. All children have regular circle times offering children the opportunity to tell us how they are feeling and reasons why, as well as developing their emotional vocabulary and understanding of their own feelings and the feelings of others and improving their listening skills and their behaviour for learning. SEAL activities are also included in our Pastoral Curriculum as well as during regular whole school assemblies. The well-being of all children is measured and tracked by staff each term, using the Leuvens Scale. Some children have access to a nurture group several times during the week, to develop their learning and social and emotional development in a small group, nurturing setting with trained and experienced staff. Some children benefit from access to weekly social skills and resiliency groups which are facilitated by our Family Support and Wellbeing Worker, Ms Marley. A smaller number of children access weekly play therapy with our very experienced play therapist. The school takes safeguarding including anti-bullying very seriously, throughout the school year, with a special focus during anti-bullying week.

The class teacher has overall responsibility for pastoral, medical and social care for every child in their class, therefore this is the parent's first point of contact. If further support is required the class teacher liaises with the SENDCo or the Family Support and Wellbeing Worker for further advice and support.

## **How accessible is the school environment?**

The school site is wheelchair accessible with disabled toilets on both floors which are large enough to accommodate changing as well as an additional hygiene room on the ground floor. The school is on two levels with ramps. There is lift access to the first floor.

## **How will the school prepare and support my child when joining the school, transition to the next class and transferring to a new school?**

We encourage all new children to visit the school prior to starting when they will meet the Headteacher and class teacher. Reception children will have the opportunity to meet the Reception teaching team prior to starting in September through home visits. When our first cohort of children are preparing to leave us for a new school in 2020, we will arrange additional visits for children who may need support.

We will work closely with our 'feeder' schools and will arrange visits to their school for the children. The feeder schools will specifically tailor programmes to aid transition for the more vulnerable pupils.

We liaise closely with staff when receiving and transferring children to different school ensuring all relevant paperwork is passed on and all needs are discussed and understood. During the summer term, time is given for teaching staff to meet with staff from the next year group in order to share information and strategies.

When a child with SEND joins our school from another school the SENDCo will liaise with their previous school to ensure a smooth transition. When a child with SEND transfers to another primary school the SENDCo will liaise with the new school to ensure continuity of provision

### **Where can I go for further advice and support?**

For information about SEND services from Manchester (local offer):

[http://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/6181/manchesters\\_local\\_offer\\_for\\_children\\_and\\_young\\_people\\_with\\_sen\\_and\\_disabilities](http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities)

Family Service Directory:

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

Contact a Family (North West) <http://www.cafamily.org.uk/advice-and-support/in-your-area/offices/northwest/?s=&t=rg&r=1278>

0808 808 3555 (Free Help line)

### **Feedback**

This report is intended to give you a clear, accurate and accessible information. If you would like to comment on the content or make suggestions to improve the information, please speak to the SENDCo, Mrs Jolleys.