

WEST PENNARD C OF E PRIMARY SCHOOL

SEN INFORMATION REPORT

The school's offer of support for pupils with Special Educational Needs (SEN) –
Information Report 2019/2020

What is the SEN Information Report?

The SEN Information Report provides information to questions parents may ask about the school in terms of identifying needs, raising concerns, parental involvement and how West Pennard C of E Primary School can support and provide for a child with SEN.

West Pennard C of E Primary School is an inclusive school. We strive to support all children to enable them to achieve their full potential. In order to do this many steps are taken to support them through their learning journey. Quality teaching is essential; however for some children there are occasions when further additional support may be needed to help them achieve and progress.

The Government introduced new SEND (Special Educational Needs & Disability) reforms to schools that came into effect in September 2014, now known as the 'Children and Families Bill'. The reforms aim to streamline support for children and young people aged 0-25 and focus on delivering positive outcomes for them.

The different areas of SEND and related difficulties:

The SEND Code of Practice (2014) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Communication and	Children may have a delay or difficulty in one or more of the following areas: Attention / Interaction skills: may have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. Difficulty attending whole class learning. May have peer relationship difficulties. May not be able to initiate or sustain a conversation.
------------------------------	---

<p>Interaction</p>	<p>Understanding/Receptive Language: may need visual support to understand or process spoken language. May require assisted technology to help them communicate. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech/Expressive Language: may use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow. Some immaturities in the speech and sound system. Delayed grammar/phonological awareness.</p>
<p>Cognition and Learning</p>	<p>Children may have difficulties with the skills needed for effective learning such as:</p> <p>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 choice Decision making Information processing</p> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p>Social, Mental and Emotional health</p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <p>Social isolation Behavioural difficulties Attention difficulties (ADHD) Anxiety and depression Attachment disorders Low self-esteem Issues with self-image</p>

Sensory and /or Physical	<p>These children may have a medical or genetic condition that could lead to difficulties with:</p> <p>Specific medical conditions Gross/fine motor skills Visual /hearing impairment Accessing the curriculum without adaptation Physically accessing the building or equipment Over sensitivity to noise/smells/light/touch/taste. Toileting/self-care</p>
<p>At West Pennard C of E Primary School we currently provide provision for children within all the above 4 main areas.</p>	

People who support children with Special Educational Needs and Disabilities/difficulties with learning in this school		
Question	Staff	Summary of responsibilities
<p>What are the roles and responsibilities of staff involved in SEND?</p>	<p>Special Educational Needs Co-ordinator (SENCo), Mrs Clarke</p>	<p>Responsibilities include:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs & disability (SEND) and developing/implementing the SEND Policy to make sure all children get consistent, high quality response to meeting their needs in school. • Ensuring that all staff who work with your child are: <ul style="list-style-type: none"> - involved in supporting your child's learning - kept informed about the support your child is getting - involved in reviewing how they are doing - part of planning ahead for them • Liaising with all the other people who may be coming into school to help support your child's learning etc. Speech and Language Therapy, Educational Psychologist..... etc. • Completing and sending off any referral forms for these services (which

		<p>will be done with your permission).</p> <ul style="list-style-type: none"> • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in school) achieve the best possible progress in school. • Ensure all SEND legislations and guidance on duties are being followed – i.e. Children and Families Act 2014, Code of Practice 2014, Core Standards (2017).
	Class Teacher	<p>Responsibilities include:</p> <ul style="list-style-type: none"> • Planning, teaching/delivering high quality lessons suited to your child's needs. • Assessing/monitoring progress and identifying the next steps to take them forward in their learning. • Using and drawing up, with the SENCo IEPs (Individual Educational Plans) for children with SEND. IEPs have individual targets, these are very specific to the individual child and may be small steps, working towards a bigger overall target. These will be shared with you. • Identify when additional support is needed. • Ensuring that all staff working with your child are supported to deliver planned work so that they can achieve the best possible progress. This may involve the use of additional adults (support assistants). At times the SENCo will work with the teacher to ensure all staff are fully skilled to work with children with SEND. • Ensuring the SEND Policy is followed in their classroom.
	Head teacher, Miss Hale	<p>Responsibilities include:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.

		<ul style="list-style-type: none"> • She will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	SEND Governor, Mrs Hilary Austin	<p>Responsibilities include:</p> <ul style="list-style-type: none"> • Making sure the SEND Policy is being implemented in school. • An awareness of the SEND Code of Practice and monitoring this within school. • Having a strategic view (children are not individually identified by name).

Knowing when extra help is needed and identifying SEND

Question		
<p>How does the school know if my child needs extra help?</p>	<p>There are a variety of ways of knowing if a child needs extra support, all child are monitored daily. Some of these ways of knowing if a child needs additional support may be through:</p> <ul style="list-style-type: none"> • Day to day work in class, observing the child, talking to the child about their difficulties • If lesson objectives are being achieved • If a child is performing below age expected levels • Concerns raised by a parent/carer, child or the teacher <p>Teachers will discuss any concerns with you, including if it may be a self-esteem issue. Additional support, quite often, can be a short term boost to get them back on track.</p>	
<p>How do they identify SEND?</p>	<p>Again, it would be similar to above, but may also involve:</p> <ul style="list-style-type: none"> • Liaison with external agencies (with carer/parental permission) • Diagnosis (possibly from a health professional, i.e. paediatrician, visual/hearing services) • Liaison with Pre-school/previous school • The child may be significantly below age related expectations academically - please note that not all SEND may affect academic abilities – i.e., some physical difficulties. • Specific assessments by the SENCo (alongside teacher assessments). • Discussions/observations. • Outcome of wave 2 (booster group) additional support intervention. 	
<p>What should I do if I think my child may have Special Educational Needs & Disabilities (SEND)?</p> <p>Who do I raise my concerns to?</p>	<p>Class teacher</p> <p>SENCo</p> <p>Head teacher</p>	<p>Come into school and talk to us!</p> <p>The first point of contact is your class teacher. You know your child better than anybody and by working together we can build up an overall picture of your child's needs.</p> <p>We take pride on building positive relationships with parents/carers. We are open and honest with parents/carers and hope that you feel comfortable by being so with us too. Your view is very much valued and important to us.</p>

		<p>Mrs Clarke is happy to meet with you and your child's class teacher to look at how we can best support your child.</p> <p>If you still have concerns following discussions with the class teacher and SENCo, the head teacher is also another point of contact. If you remain unhappy and feel that the situation has not been resolved, please refer to the Complaints Policy.</p>
--	--	--

Support in School			
Question	Types of support provided	What would this mean for your child?	Who can get this kind of support? - also showing the stage of the Code of Practice (the document that school uses to plan and organise their SEND arrangements) that children will be at when receiving this input.
<p>What are the different types of support available for children with SEND in this school?</p>	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching (wave 1).</p>	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all the pupils in the class (so they can reach their full potential). • Ensuring that all teaching is based on building on what your child already knows, can do and understands. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like more practical learning etc. • Putting in place specific strategies (which 	<p>All children in school should be getting this as a part of excellent classroom practice.</p>

		<p>may be suggested by the SENCo or outside staff) to support your child's learning.</p> <ul style="list-style-type: none"> • Inclusive Dyslexic Friendly Teaching (benefits all children not just those with Dyslexia). 	
	<p><u>Specific group work</u> (wave 2) with a smaller group of children. This may be:</p> <ul style="list-style-type: none"> - Taught in or outside of the classroom - Lead by the teacher or another member of staff who has had guidance/training to run these groups. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/ learning and needs some extra support to help them make the best possible progress. • He/she will plan group sessions for your child with targets to help your child to make progress. • A learning support assistant/teaching assistant (LSA/TA) may run these sessions using the teacher's plan and under their guidance. • Some group work may be planned by the SENCo. If the LSA (learning support assistant) is to run these sessions, again, it will be under the SENCo's plans and guidance. 	<p>Any child who has specific gaps in their understanding or a subject / area of learning.</p> <p>This may be a 'booster group' with children who are not on the SEND register.</p> <p>Or it may be for children with SEND and linked to their individual targets (on their IEP), who have a slightly higher level of need and difficulty. Children at this stage (relating to the Code of Practice) will be under 'SEND Support'.</p>
	<p>Individual support (wave 3)</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCo (or you may have raised concerns) as needing more specialist input instead of, or in addition to, intervention groups or work within class. This may be following a literacy/numeracy programme on a 1:1 basis for 3 times a week (30 min etc). The member of staff will be 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p>Children at this stage</p>

		<p>under guidance from the teacher or SENCo and may also have specific training relating to the programme.</p> <ul style="list-style-type: none"> • Your child's progress will be discussed with you and ways of moving them forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> - Making changes to strategies to how they are supported / taught in class. - Set targets which will include their specific expertise. - Group/individual programme under the guidance of the outside professional. 	<p>(relating to the Code of Practice) will be under 'SEND Support', it will also be noted if they have additional professional support.</p>
	<p>Specific individual support (usually of more than 20 hours in school).</p> <p>Usually your child will also need specialist support from a professional outside the school. This may</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which you can find out more from the Local Authorities 'Local Offer' (or speak to your SENCo). After the school has sent in a lot of information about your child, including some from you, they will then decide if the child's needs are complex enough to carry out a full assessment. If so, 	<p>Children whose needs are severe and complex and often need more than 20 hours support a week in school. These needs may also be lifelong.</p> <p>In the Code of Practice they will have an EHCP 'Educational, Health Care</p>

	<p>be from:</p> <ul style="list-style-type: none"> - Local Authority services such as the Autism and Communication Team or Sensory Support Service (for hearing, visual, physical, medical needs) - Outside agencies such as the Speech and Language Therapy Services. 	<p>more information/reports will be gathered from various professionals (which would usually already be involved with the child's needs). The authority will then review the case again and decide if an EHCP (Educational, Health Care Plan) needs to be written.</p> <ul style="list-style-type: none"> • The EHCP will outline the number of hours of support you child will receive from the LA (local authority) and how that support should be used and what strategies must be put in place. It will have long and short term goals for your child. • Additional funding will come with an EHCP, which will help top up schools extra financial input. • Funding may be spent in various ways, however best to meet your child's needs – i.e. LSA, equipment, training etc. • If required, the child may also attend support off school site at a specialist unit or be part of a dual placement with a Special School. 	<p>Plan' (if this is agreed and written up by the authority). This means your child will have been identified by the class teacher and SENCo as needing a particular high level or individual or small group teaching (more than 20 hours per week), which cannot be provided from the budget available to the school.</p>
<p>How is extra support allocated to children and how do they move between the different category in the Code of Practice?</p>		<ul style="list-style-type: none"> • The school budget, received from Somerset County Council (local authority), includes money for supporting children with SEND. • The head teacher decides on the budget for special education needs in consultation with the school governors, on the basis on needs within the school. • The head teacher and the SENCo discuss all the information they have about SEND in the school including children who need or are getting support and children who are not making expected progress. They then decide what resources/training are needed. This is reviewed regularly. 	

		<p>It will also depend on your child's level of need and how they manage in school. Also strategies, interventions will be monitored for their impact and effectiveness. We may need to refer to get outside support and their perspective on how best to meet your child's needs and how to help them reach their full potential. For some more higher level of needs, additional funding will be needed due to extra costs involved in supporting your child (through an EHCP). It really does depend on the complexity of the child's needs.</p>
--	--	---

<h3 style="text-align: center; color: blue;">Making Progress and Concerns</h3>	
Question	
<p>How will you measure the progress of my child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her teachers and the head teacher. • His/her progress is reviewed formally every term using the National Curriculum bands and tracked on the school tracking systems. • If your child is working below the 'first' (year 1) band then your child can be assessed using another scale. These levels are called the 'P levels'. They are a set of level descriptors that can be used to assess/ measure progress. We also have Pre-Key Standards to assess against. • Children on the SEND register will have an IEP (Individual Educational Plan) or maybe a PBP (Positive Behavioural Plan) for behavioural/emotional issues. These will set out your child's individual targets, strategies that will help them and the criteria for achieving these targets. These will be reviewed at least 3 times a year. • The progress of children with an EHCP is formally reviewed at an Annual Review with key adults involved within the child's education being invited. • The SENCo will also check that your child is making good progress within any individual/group work and collect data during discussions with the staff member running the support on a half termly basis.
<p>How will the school let me know if they have concerns about my</p>	<p>When a teacher or a parent/carer has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the head teacher and</p>

child's learning?	<p>SENCo (often at termly progress meetings).</p> <p>If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail. This will also be a time to listen to any concerns you may have, plan any additional support and consider with you a referral to outside professionals for their advice (if needed).</p>
--------------------------	--

The Curriculum

Question	
How will the teaching be adapted for my child with learning needs (SEND)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Work will be differentiated to suit the ability of each child. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
How are teachers in school supported to work with children with SEND and what training do they have?	<ul style="list-style-type: none"> • The SENCo is able to support the teacher in planning for children with SEND. • The school has training opportunities for all staff to improve the teaching and learning of children including those with SEND. This may also include whole school training. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. • The SENCo attends various cluster meetings, conferences and courses throughout the year. • Examples of expertise within the school include: <ul style="list-style-type: none"> - ILI (Individual Literacy Intervention) - ELSA (Emotional Literacy Support Assistant) – support for emotional well-being. - Dyslexia - Autism - Speech and Language training

<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We are an inclusive school and will make sure all children are given the option to take part in school trips, whatever their need(s). All school trips will have a risk assessment completed prior to the trip. Some children with a higher level of need may also have their own individual risk assessment too. Staff involved in the trip will have carefully planned and considered what may need to be adapted, what they need to be aware of and any other factors which will affect your child. Information/letters will be sent home about any trips and in some cases we will have a meeting to also discuss the details with you in person, so to make sure your child has a positive experience and gets a fulfilling learning experience from it!</p>
<p>Will he or she be able to access all of the activities in school and how will you help him or her to do so?</p>	<p>We aim to provide an inclusive learning environment to support all our children whether they have exceptional abilities and talents or face particular challenges in their learning, or have medical or emotional needs. Certain activities may be differentiated or adapted so they can access it at their level. All activities are planned and making sure all children can be fully involved is essential and carefully thought through. Health and safety is also a key priority – your child needs to be safe!</p>

Parental Views and Involvement

<h2 style="text-align: center;">Parental Views and Involvement</h2>	
<p>Question</p>	
<p>What support do you have for parents/carers of children with SEND?</p>	<p>We are here for your child and we are here for you! A positive experience for both parent/carer and child is very important to us. If there is anything you want to discuss with us, please come in and make us aware. We will arrange an appropriate time when we can sit down and talk.</p> <p>We also offer:</p> <ul style="list-style-type: none"> • 'IEP surgery' sessions. Rather than sharing your child's targets, we would like you to become involved in our discussions/planning and have your say too. • Supportive 'drop in coffee mornings' – this is for parents/carers with concerns, questions or wanting general advice. The aim of these carer/parent advice support group sessions are to share concerns, discuss what works well, things you would like to change and keeping up to date on the SEND systems in the authority. We hope to build a stronger partnership with

	<p>parents/carers and school working together.</p> <ul style="list-style-type: none"> • When school seeks advice from outside agencies, parents/carers will be involved in the discussion or have some feedback via reports or meetings in school. These discussions may also offer advice in supporting your child's learning/development at home.
<p>How and when will I be involved in planning my child's education? Do you offer any parent training or learning events?</p>	<ul style="list-style-type: none"> • Children with complex/higher level of needs will have annual review meetings. This is formal documentation that the SENCo completes and will involve views from different adults involved in the child's education (including the parents/carers). • As part of our 'IEP surgery' sessions, parents of children with SEND are invited to meet with the SENCo and class teachers each term to review targets, progress and planning the next steps. • During the 'drop-in coffee mornings' (3 times per year – each term), I am keen to arrange guest speakers – but this will depend on what talks/topics parents would like to hear. As the SENCo, I can also offer support on topics to parents. • School will have various events throughout the year which parents are invited to. This will help celebrate your child's learning and build stronger community links. We have end of year performances, summer fair, parent workshops etc. • At the start of the school year we offer key information on what to expect in your child's year group. This will help with knowing how to support your child at home. Information/leaflets will be given out. • We are always looking for parent/carer volunteers to help out in school. Become part of your child's learning and see how topics are taught! All volunteers are DBS checked (Disclosure and Barring Service).
<p>What opportunities will there be for regular contact about things that have happened at school? (such as a home school book).</p>	<p>There are various different ways for setting up regular contact, this may be through:</p> <ul style="list-style-type: none"> • Home-school communication diary / planners • Email • Short catch up with the teacher or teaching assistant at the start/end of the day where possible • Meetings with the SENCo

Additional Services Available to School

Question		
<p>Who are the other people providing services to children with SEND in this school?</p>	<p>Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning support assistants • ELSA (Emotional Literacy Support Assistant) • Additional Educational Psychologist hours purchased when necessary to provide further service to the school • Additional Learning Support Service hours purchased when necessary to provide further service to the school
	<p>Paid for centrally by the Local Authority but delivered in and out of school</p>	<ul style="list-style-type: none"> • Autism and Communication Team • Social, Emotional, Behavioural Support Services • Learning Support Services • Educational Psychologist • Parent Family Support Adviser (PFSA) • Social services • Disabled Children and Young People's Service • Physical Impairment and Medical Services • Mendip Partnership Service
	<p>Provided and Paid for by the Health Services (NHS) but can also be delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language Therapy • Occupational Therapy • Physiotherapy • School Nurse/Health Visitors • Child, Adolescence Mental Health Services (CAMHS) • Sensory Support Service (for hearing, visual, physical, medical needs)
	<p>Voluntary services in Somerset</p>	<ul style="list-style-type: none"> • Somerset Parent Carer forum • SENDIAS (Special Educational Needs and Disability Information, Advice and Support). • Somerset Local Authority Local Offer: https://www.somersetchoices.org.uk/

School Building and Accessibility

Question			
<p>How have you made this school accessible to children with SEND?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. • A risk assessment is carried out prior to any off site activity. • There are various ramps to access the school without using steps. • There is also a disabled toilet. <p>Please also refer to our accessibility plan.</p>		

Medication and Personal Care

Question	
<p>How does the school manage the administration of medicines and providing personal care?</p>	<p>Please see our Medical Conditions Policy, which will give more detail. We are an inclusive community that aim to support and welcome children with medical conditions. We aim to provide all children with medical conditions the same opportunities as others. Depending on the medical need we may seek outside health services to support us if necessary and provide the staff with training. We feel it is important that the child is encouraged to take control of their condition once they feel confident and supported to do so. Parents/carers will be closely involved with the schools planning for this. Children with a high level of medical needs may have their own IHP (Individual Healthcare Plan) which is reviewed at least annually or sooner if there are changes which needs to be updated in the IHP. This is reviewed with staff, parents and any health care professionals when appropriate.</p>

Exclusions and Attendance

Question	
<p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p>	<p>Unwanted behaviour can be a sign of other needs – usually emotional and/or social difficulties. Our aim is to meet the needs of the child, which then reflects on the behaviour. There are various support services/strategies/programmes that can be put in place to help. The last thing we want to do is to exclude as this will not solve the underlying issues. However, we have a duty to keep the child, other children and staff in school safe.</p> <p>Support may include:</p> <ul style="list-style-type: none"> • Support from our ELSA: Emotional Literacy Support Assistant. • External support – Social, Emotional, Behavioural Support Services/ Mendip Partnership Service, Parent Family Support Advisor, Welfare Advisor. • Personalised learning plan – time in class, time out, individual lesson plan etc. • Understanding social situations/social skills, anger management strategies, developing friendships, building self-esteem etc. – programmes and strategies in school. <p>Any external support will only be if you have given consent for their involvement.</p> <p>Throughout, we will keep regular contact with you through meetings, quick catch up, telephone etc. We recognise that parents/carers also find it a struggle at times with a child displaying unwanted behaviour; therefore it is important that school and home work together to support the child and we will also make sure there is support for the family when needed. We aim to have a positive, trusting and understanding relationship between school and home.</p>

Moving On

Question	
<p>How will you support my child when they are leaving</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p>

<p>this school?</p> <p>Or moving to another year?</p>	<ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ◦ We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. ◦ We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school: <ul style="list-style-type: none"> ◦ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher. ◦ Where necessary, a 'welcome' booklet will be given to your child with the key photographs of the staff working with him/her. • In Year 6: <ul style="list-style-type: none"> ◦ Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. ◦ 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 at West Pennard Primary School. ◦ We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. <p>Our ELSA (Emotional Literacy Support Assistant) can support with transition anxieties.</p>
---	--

Child's Views and Involvement

Question	
<p>Child: How will I be able to contribute my views?</p>	<p>Any strategies put in place will be explained and discussed with you. Your opinion is important and we will ask your views on matters. The SENCo will share and discuss your targets on your IEP (Individual Education Plan) with you. You will then take responsibility for this version of the IEP and look after it in your drawer in your Passport Folder. When it is due to be reviewed, we will discuss it together and reflect on how well you did in achieving the targets. In some cases there may be regular meetings with a child to reflect on their behaviour, possible causes, consequences etc. Some children are part of a social/friendship group which is very much an open discussion on given scenarios which looks closely at views/feelings of the child and others around them. Your views are very important to us and help us plan work and strategies to meet your needs. It is also</p>

	part of knowing what works well for you and what doesn't.
Child: How will I be able to raise any concerns I may have?	Through our positive, caring relationships, we find that if children do have concerns they are happy to approach a member of staff to tell them. We encourage children to talk to us about any worries – that way we are more likely to be able to help!
Child: Who will tell me what I can do to help myself and be more independent?	The work will be organised to meet your needs, you will be able to achieve, but still challenging enough to push you forward in your learning. There may be support mats/displays to help you (i.e. sounds/words for writing), this will support you to become an independent learner which is a key element in becoming successful in your learning. There are other various resources you are encouraged to use if they help you (i.e. number lines, beads, counters). At times children may work in groups, as a whole class, pairs or by themselves. Sometimes the teacher will support you with your work, or the learning support assistant, or even your peers. There will be times when some work will need to be completed without support, which is part of becoming more independent. However, before setting you off to work, you will be taught the necessary skills required for the task.
Child: How will I know how well I am doing?	<p>Feedback can be given in various ways:</p> <ul style="list-style-type: none"> • Verbally (i.e. during work or just general comments during the day) • Written (i.e. in books: comments/questions) • We also have our own marking system; this will include you reflecting upon your work. • Various class tests (spelling etc.) • Achieving IEP/personal/class targets • Behavioural charts (if used) • Checking your own work against 'toolkits' (success criteria) check lists <p>Just ask!</p>

As SEND covers a whole spectrum, please note that each child and family will be treated individually and separately, at a more personal level. It can be confusing at times understanding the barrier to your child's learning. Although it is important to support them in their education, it is also important to keep their morale up (especially when they see themselves finding things more difficult than others), also to do things together they enjoy and celebrate the uniqueness of who they are.

Last review = October 2019 – parents were invited in or given option to offer written feedback. SEN Information Report shared with staff (including Headteacher) and Governors for their input. Children's view collected termly.

Signed..... Lorraine Clarke (SENCo), October 2019