

SEN Report September 2016

1. What kinds of special educational needs does the school/setting make provision for?

Church Vale is an inclusive school. We have an open door policy and work with parents and carers to ensure that any barriers to learning are removed. Our ethos is learning without limits: "Reach for the Stars".

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Most children attend our Foundation Unit as part-time pupils. In some cases they join us with their needs already assessed. We work closely with health and early years' specialists to ensure a smooth transition into the setting. All children are assessed when they join our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

A range of intervention strategies are implemented. The impact of these is monitored and acted upon when necessary. Individual and small group support takes place. Parental satisfaction surveys, questionnaires and informal discussion forums are regularly held.

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

The progress of all pupils is monitored closely. Regular assessments, both formal and informal, take place to identify children below and above national expectations and to monitor progress.

3.c) What is the school's approach to teaching pupils with special educational needs?

We aim to provide every child with access to a broad and balanced education. We aim to create an environment that meets the needs of each child and to ensure that the special educational needs of children are identified, assessed and provided for. We liaise closely with outside agencies where relevant for advice and to gain expertise.

3.d) How will the curriculum and learning be matched to my child/young person's needs?

A range of intervention strategies are implemented. The impact of these is monitored and acted upon, when necessary. Individual and small group support takes place. A sensory room is available as well as alternative provision at break times and lunchtimes.

3.e) How are decisions made about the type and amount of support my child/young person will receive?

The progress and needs of all pupils is monitored closely. Regular assessments, both formal and informal, take place to identify children below and above national expectations and to monitor progress. A provision map is in place which is regularly reviewed. Discussions between class teachers, teaching assistants and SENCo regularly take place both formally and informally.

3.f) How will my child/young person be included in activities outside the classroom, including school trips?

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Parents are signposted to access further support outside of school and in the wider community.

3.g) What support will there be for my child/young person's overall well-being?

A well-established school council ensures that all pupils have a voice and their views are respected. Ongoing improvements are planned for and monitored to ensure a safe, imaginative and happy learning environment. "Think Children" and "Peace of Mind" intervention and therapy may support the emotional and well-being needs of identified pupils.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

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5. a) What training have staff supporting special educational needs had and what is planned?

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. In addition the following training has taken place:

Annual attendance at SENCo conference

Training for Midday supervisors (Positive behaviour strategies)

Diabetes Awareness

Use of Signs and Symbols

Working with pupils with Dyslexia

Working with traumatised children.

Working with pupils with Downs Syndrome.

5.b) What specialist services and expertise are available or accessed by the setting/school?

Speech and Language Therapy

Education Psychology Service

School and Families Specialist Services

Think Children

Peace of Mind/ Play Therapy

Family SEAL

Warsop Children's Centre

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Church Vale makes reasonable adjustments to remove barriers to learning and ensure that disabled staff, pupils, parents and visitors are not at any disadvantage. Liaison with outside agencies ensures that risk assessments are carried out and specialist equipment is in place. The school holds a second accreditation as a Dyslexia Friendly School. The site is wheelchair friendly and disabled toilets are available.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

We operate an open door policy and encourage liaison and contact with parents and carers. We have "Welcome Meetings" for the parents/carers of new entrants in the Foundation Unit. Termly opportunities are provided to discuss academic progress as well as opportunities to attend more informal occasions such as concerts, fayres and displays of work. Individual concerns are discussed when they arise at meetings with class teachers and the SENCo.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

A well-established school council ensures that all pupils have a voice and their views are respected. Ongoing improvements are planned for and monitored to ensure a safe, imaginative and happy learning environment. Pupils are involved in their own target setting and assessment.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in

meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents. The following services may be involved as and when is necessary:

Speech and Language Therapy

School and Families Specialist Services

Think Children

Peace of Mind/ Play Therapy

Family SEAL

Warsop Children's Centre

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

A well established understanding and knowledge of the local services is able to provide parents with relevant information as well as close links with other schools and settings in the Warsop area. A PSA worker is available when appropriate.

12. How will the school/setting prepare my child/young person to: i) Join the school/setting?

Most children attend our Foundation Unit as part-time pupils. In some cases they join us with their needs already assessed. We work closely with health and early years' specialists to ensure a smooth transition into the setting. All children are assessed when they join our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Where appropriate a staggered start to school may be considered.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

Transition within school is designed to be seamless. Discussions at staff meetings ensure that all staff are aware of the needs of individual pupils. Records and information are passed on by the SENCo at the beginning of each new school year. Liaison with Secondary Schools begins early in Year 6 or when appropriate for individual pupils. All parents have the opportunity to attend a meeting and pupils attend for at least one day before the start of the autumn term.

The SENCo meets with the Secondary School SENCo to discuss any SEN issues. If appropriate, extra visits are arranged.

iii) Prepare for adulthood and independent living?

We aim to build confidence and develop high aspirations.

We have a school savings club and hold an Enterprise Week to develop understanding of economics. We teach explicit values to enable the children to grow up with strong British Values.

13. Where can I access further information?

Parent Support worker, School Office, Warsop Children's Centre, School website