

Outwoods Edge Primary School

SEND Information Report 2017-18

(The School's Contribution to the Local Offer)

Here are some of the questions you might ask about the way Outwoods Edge Primary School caters for children with special needs and disabilities.

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Special Educational Needs and Disabilities Co-ordinator (SENDCo)

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Section 1: How does Outwoods Edge School know if my child needs extra help and what should I do if I think my child may have special educational needs or disabilities? How do I tell the school if I need extra help?

Special Educational Needs and Disability (SEND) Code of Practice 2014

The changes in the Children and Families Bill affect the way children with **special educational needs and disability (SEND)** are supported in schools. The new approach began in September 2014 and places children at the centre of planning. The key principles of the new legislation are:

1 Children and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.

2 **Education, Health and Care Plans (EHCPs)** will replace statements of special educational needs. New assessments for additional educational needs will follow the EHCP guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).

3 School Action and School Action Plus stages of the SEN process have ceased and have been replaced by a **single school-based category** for children who are on the school's SEND record. Schools in Leicestershire will also use the **SEND Support Plan**, which is aimed at children with special educational needs or a disability who still require a person centred and holistic approach to meeting needs, but do not have the complex difficulties requiring the Education, Health and Care Plan. These children will have long term special educational needs supported by advice from external agencies such as the school's employed educational psychologist or the Learning Support Service.

The kinds of special educational needs and disabilities for which provision is made

Outwoods Edge Primary School is a mainstream school. We aim to provide all pupils with a minimum offer of quality first teaching. This ensures that all children will access high quality, inclusive teaching that provides reasonable adjustments to accommodate learning differences. Special Educational Needs and Disability Support (SEND support) is provision that is additional to or different from that generally made for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements routinely provided as part of high quality, personalised teaching. It may take the form of additional support from within the school, or require the involvement of specialist staff or support services.

Definition of Special Educational Needs and Disabilities (SEND)

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of other learners of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age

Making high quality teaching available to the class, is likely to mean that fewer children will require SEND support. However, for some children, further additional support is needed to enable them to make progress and reach their full potential.

At Outwoods Edge we pride ourselves on being an inclusive school. We work together to enable our children to reach their full potential.

Section 2: How does Outwoods Edge School identify children with special educational needs or disabilities? How will they work out what extra help my child needs?

Policies for the identification and assessment of children with SEND.

All children's attainments, progress and achievements are closely monitored as an integral part of **Quality First Teaching**.

Quality First Teaching at Outwoods Edge

For every child this means that:

- The teacher has the highest possible expectations for all children in their class
- All teaching is based on building on what your child already knows, can do and understand.
- At times the teachers may direct a class based teaching assistant to work with your child as part of the normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies which may be suggested by colleagues including the Special Educational Needs Co-ordinator (SENDCo) and/or outside agencies, may be put in place to support their learning.
- Each term the teacher will carefully check your child's progress and will identify gaps in their understanding/learning and will identify support and next steps in order for them to make progress.

Below are some of the adaptations to our daily teaching that are designed to enable all children to access our curriculum and make progress:

Organisation and Curriculum	Teaching and Learning	Equipment and Resources
<p>Structured classroom routines</p> <p>Flexible teaching and learning arrangements</p> <p>Mixed ability groups, pairs, peer support etc</p> <p>Buddy work</p> <p>A 'Creative Curriculum' with inspiration days and end of topic events</p> <p>A differentiated and/or modified curriculum, planning and work tasks</p> <p>Whole school 'Assertive Discipline' policy with clear rules, rewards and sanctions</p> <p>Class reward systems</p> <p>PHSE and Jigsaw/SEAL curriculum</p> <p>Peer support and 'Circle Time'</p> <p>Teaching assistants supporting groups and/or individuals</p>	<p>Differentiated delivery e.g. simplified language, differentiated questions, longer thinking time, small manageable tasks, repetition and rewording</p> <p>Differentiated outcomes, including alternative forms of recording – whiteboards, I.C.T., drawings classroom etc</p> <p>Additional time for recording</p> <p>Teaching strategies such as mnemonics to aid memory</p> <p>Checklists, posters and other visual aids in the classroom and around the school</p> <p>Visual timetables</p> <p>Vibrant displays</p> <p>Homework adapted to suit all children's needs</p>	<p>Reading resources including class book corners, Key Stage libraries, 'Bug Club' ICT Reading resource, phoneme frames, tricky words cards, coloured overlays, ICT reading games on school website</p> <p>Writing resources, including 'Talk For Writing' displays in class bases</p> <p>Handwriting resources, including, pen/pencil grips</p> <p>Maths resources including numberlines, multilink, Maths posters in classroom, ICT games (eg 'Sum Dog') on school website</p> <p>ICT resources, including ICT Suite, camera, video cameras, Beebots and other floor turtle devices, specific programmes for children with SEN (e.g the 'Nessie' Literacy app and the 'Power of 2' Maths app)</p> <p>RE resources, including information books, artefacts and activities re the world's major religions</p> <p>Topic resources, including Science, Geography and History</p> <p>School grounds, including nature area, trim trail and willow structure</p> <p>PE resources, including large apparatus in hall, ball court zone, games resources</p> <p>Music resources, including musical instruments, music CDs</p> <p>Practical resources to support all children's learning</p>

Next Steps – Placing a Child on the SEND Record

Children who are not making progress in one or more areas are given further targeted support as part of quality first teaching. The effectiveness of this targeted support is monitored and reviewed as part of the school's ongoing cycle of assessment for learning.

Following these measures, when a child is identified as requiring a provision that is additional to, or different from, that made generally for others of the same age and/or is showing significantly greater difficulty in learning than the majority of others of the same age, the class teacher will consult the school's SENDCo, and/or SEND Teacher. Following discussions between the class teacher and the child's parents, the child may be placed on the SEND register. This in turn generates support for the child in the form of school adult support and/or resources.

The timescale for placing a child the SEND record varies depending on the needs of the individual child and their circumstances. Where children's needs emerge suddenly or dramatically, they can be 'fast-tracked' onto the SEND record and immediately allocated extra support as appropriate.

The Areas of SEND

The 2014 Code of Practice identifies four broad areas of special need:

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

These categories help the school to plan provision. When possible and feasible, additional support will be put into place, irrespective of the identification of a specific type of need from one or more of these four areas. Our school aims to provide the best possible support to enable every child to access the curriculum and make the best possible progress.

<p>Communication and Interaction</p>	<p>Children with speech, language and communication needs (SCLN) may have difficulty in communicating with others. They may have difficulty making themselves understood, understand what has been said to them or understanding the social rules of communication.</p> <p>Children with Autistic Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p>
<p>Cognition and Learning</p>	<p>Children may learn at a different pace from their peers. They may have difficulties with the skills needed for effective learning, such as language, memory and reasoning, sequencing and organisation, processing, problem solving or motor skills. Difficulties may cover a wide range of needs where children might need support in many or all areas of the curriculum. There may be associated difficulties with mobility and communication. Specific learning difficulties (SpLD) affect one or more aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<p>Social, Emotional or Mental Health difficulties</p>	<p>Children may become withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or unexplained physical symptoms. Children may have a diagnosis of Attention Defecit Disorder (ADD), Attention Defecit Hyperactivity Disorder (ADHD) or Attachment Disorder.</p>
<p>Sensory and/or Physical Needs</p>	<p>Children may have a medical or genetic condition which prevents or hinders them from making use of the educational facilities generally provided. Many children with a physical difficulty (PD), vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access learning</p>

Teachers track children's attainments and progress using the assessment system. They are also informed by ongoing assessments, scrutiny of work samples and, at various stages, formalised assessments. Examples of formalised assessments include the Year 2 and 6 SATs, phonics assessments (such as the Small Steps Tracker) and the Renfrew language assessments.

Teacher/parent meetings are held on a termly basis and parents are also welcome to arrange appointments with the school's SENDCo. At these meetings, targets and details of support are discussed. The meetings are also an opportunity for teachers and/or SENDCo to share with parents possible links to outside agencies that can be made in order to support the child. The child will also be consulted and supported in the process. Other members of the school's staff (including the SEND teacher and/or Learning Mentor) can also be present at reviews as required.

Section 3: How does Outwoods Edge School know how effective its arrangements and provision for children with special educational needs and disabilities are?

How we evaluate the effectiveness of our provision – ‘The Graduated Approach’

Once a child has been placed on the SEND record and one or more special educational needs and/or disabilities are identified, the school takes action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a **four-part cycle – assess, plan, do, review**. This is known as **the graduated approach**.

Assess

Staff gather information about the child’s well-being, motivation, attainments and previous progress from everyone involved with that child. This usually includes the children themselves, parents/carers, teachers, support staff and, where appropriate, outside agencies. Teachers use a range of ongoing observations and formal and informal assessments to help inform their decisions and next steps.

Plan

As an integral part of the graduated approach, teachers set targets and additional support for each child. The progress of each child is monitored using the school’s new intervention pro-forma. The **Pupil Profile Plan** will contain details of interventions and extra support. It will also contain details of resources and, where applicable, outside agency information and recommendations.

Do

The class teacher remains responsible for the child’s progress, but the intervention pro-forma is used by all school staff who are working with the child. The interventions and levels of support are flexible and can be adjusted and added to where necessary. The SENDCo, SEND teacher, Learning Mentor and other colleagues will also be consulted where required.

Review

The effectiveness of support and interventions will be reviewed at least termly at the SEND reviews. Parents/carers will be invited to all reviews and asked for their views about what has worked well and what might happen next to support their child’s learning. The progress of each child towards their target(s) determines future targets, support and, if appropriate, referrals to outside agencies.

In a very small number of cases, when a child has special educational needs that are **particularly significant**, despite quality first teaching, additional intervention and advice from specialists (and with the cost of funding going beyond the £6000 threshold that is the school responsibility), parents/carers or schools can apply for an **Education, Health and Care Plan (EHCP)** assessment. An EHCP is a document produced by the local authority. It involves consultations with parents/carers, followed by reports and/or assessments from relevant education, health and social care agencies. Following these consultations, a panel meets to decide how a child’s SEN should be met and may produce the EHCP

document which provides guidelines for parents/carers and all agencies who work with the child. The EHCP is the updated equivalent of the 'Statement of Special Educational Needs'. 'Statements' have been (and will continue to be) converted to EHCPs in the academic year that a child moves education stage (from Foundation Stage to Key Stage 1, Key Stage 1 to Key Stage 2, primary school to high school) or changes school placement. Children who have an EHCP or a 'Statement' will have those maintained unless they are deemed no longer necessary at the pupil's Annual Review. Following the 'Annual Review', the details on the EHCP or Statement can and frequently are changed, as the child's attainments, progress and needs change.

In Leicestershire, parents/carers and/or schools can also apply to the local authority for **Top Up Funding**. This is a similar document to the EHCP in that it is designed for the very low percentage of children who have significant SEN (with the cost of funding going beyond the £6000 threshold that is the school responsibility). It also outlines the child's needs and provisions that are required. The Top Up Plan though is designed for children who may require less longer term funding, in order that they can make sufficient progress for extra funding not to be required in the long term. Top Up funding is granted to the end of the key stage, though schools can and do reapply.

The SENDCo oversees the interventions throughout the school and collects copies of each class's proforma, in order that he can feed back to the Headteacher/leadership Team and SEND governor.

Section 4: How will both the school and I know how my child is doing and how will the Outwoods Edge School help me to support my child's learning?

Arrangements for assessing and reviewing the progress of children with SEND

At Outwoods Edge, we are committed to frequent and high quality liaison between parents/carers and school staff for all children in the school. There are two 'Parents Evenings' per year, in the Autumn and Spring Terms. Pupil reports are issued in the Summer term, after which parents/carers are welcome to arrange another meeting with the class teacher. In addition, information is shared through Reading Records and half-termly or termly topic report cards. Parents/carers are encouraged to contact the school and arrange an appointment with the child's class teacher and/or SENDCo should they have any questions, suggestions or concerns.

At the termly SEND reviews, teachers share information with parents/carers regarding extra support, interventions and progress. The SENDCo and/or other school adults (eg SEND teacher, Learning Mentor) can be present at the meetings if required. Outside agency key workers might also attend the meetings if appropriate. The meetings provide an ideal opportunity for parents/carers and school staff to work together to plan the best opportunities that will enable the child to make progress. School are happy to suggest work and support that can be given at home by parents/carers to help their child make progress. School will also signpost outside opportunities or clubs that are likely to be beneficial for the pupil.

Parents/carers are welcome to arrange additional appointments with class teachers and/or the SENDCo if required. There may be occasions when more regular home/school liaison occurs – for example a home/school liaison book may provide a detailed feedback of information for all involved in the pupil's progress.

During the summer term, the SENDCo allocates a day to meet with parents/carers re the progress of their child and likely interventions in the future. Parents/carers are invited to arrange a specific time on this day or a meeting on an alternative date can be arranged.

Section 5: What is Outwoods Edge School's approach to individual learning? How will they support my child to access education?

Outwoods Edge School's approach to teaching children with SEND;

At Outwoods Edge, our aim is for all children to achieve their maximum potential. Therefore lessons are planned according to the attainments and needs of each and every child. Work within every classroom is differentiated in order that all children can access the lesson at their level and make progress. In addition extra support may be allocated to help pupils progress and is frequently the case for pupils on the SEND record. That support may take the form of in-class support, 1 to 1 and/or group support within the class or 1 to 1 and/or support outside of the classroom. All classes have additional support from another adult in the classroom for a large proportion of the school day. This additional adult may be allocated to work with specific children on targeted work or to support a child with whole class work.

Section 6: How will the curriculum be matched to my child's needs? How will I be supported to help support my child's learning needs and who will explain it and help me?

Adapting the curriculum and learning environment for children with SEND.

We believe that children with SEN can participate in all aspects of the curriculum. As a school, we can make adaptations that enable every child to access the curriculum.

The school has also worked particularly hard in recent years to provide a vibrant 'Creative Curriculum' that will enthuse all children. Class teachers take the primary responsibility in delivering that curriculum. Support staff, including teaching assistants assist in supporting all children including those with SEND to access the curriculum.

Children on the SEND record may also receive extra support from staff within the school (eg the SEND teacher and/or SENDCo) and from outside agencies (e.g. the Educational Psychologist, Speech and Language Therapy Service, Physiotherapy Service). Specialised resources will also be used with children who will benefit from them. These could include Reading books, Writing aids, Maths resources, PE resources and computers or laptops. The learning environment is also considered. Children's placement in the classroom may be relevant to help them access the curriculum successfully e.g. children with a visual or hearing impairment might need to be sat at the front of the classroom. When a child with additional needs changes class base, their future learning environment is discussed and advice may be sought.

Section 7: How is the decision made about the type and how much support my child will receive? What if they need extra help?

Additional support for learning that is available to children with SEND.

As outlined earlier, the type and quantity of extra support that a child receives will be determined by their areas of difficulty and needs, as well as the resources available in the school. Teachers, support staff and the SENDCo will be involved in making decisions as to which children will receive which intervention and when that support will occur. Parents/carers are also a significant part in the process and they are invited to attend all the termly SEND reviews. These reviews evaluate progress and determine actions and next steps. Indeed, parents/carers' views are welcomed at all times. The children themselves also give frequent feedback regarding their progress. They are encouraged to reflect on their progress, celebrate their successes and discuss any concerns or worries that they might have.

The range of additional support at Outwoods Edge for the academic year 2017-18 includes;

- in-class support for children with emotional, social and behavioural needs, physical and medical needs, and academic needs
- in-class groups for speech and language, Reading, Writing, handwriting and Maths
- ‘Social Communication’ groups
- ‘Social Friendship’ groups
- 1 to 1 ‘Play Therapy’ from Play Therapist Debbie Shields
- ‘Thinkwise’ positive thinking groups
- in-class support for children with English as an additional language

- lunchtime clubs to support children’s social, emotional and behavioural needs
- playtime and lunchtime support from teaching assistants and dining staff
- one to one and group phonics support
- ‘Meet and Greet’ support
- 1 to 1 ‘Raising Reading’ support from the school’s SEND teacher
- 1 to 1 ‘Toe by Toe’ support
- 1 to 1 Learning Mentor support
- ‘Moving Reading and Writing’ intervention groups
- ‘The Power of 2’ Maths programme
- after school ‘SKIP’ gross motor skill group support
- ‘Nessie’ input – a new app that involves activities designed to assess and develop children’s reading and spelling skills
- support for children working on ICT apps for working memory, spelling and maths.

During the summer term, a SEND staff meeting is held in which teachers make recommendations for children's support for the following academic year. These recommendations, together with data on the success of the range of support and interventions are considered by the management team, SENDCo, Deputy Head Teacher, SEND teacher and Learning Mentor when allocating support and interventions for the following academic year.

A child identified with SEND may require additional arrangements and adjustments to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional time or rest break.

Section 8: How will my child be included in activities outside the classroom including trips? How will the staff help my child to be included in school activities?

Activities that are available for children with SEND in addition to those available in accordance with the curriculum.

Outwoods Edge provides a range of extra-curricular activities for all children which vary from time to time. Any needs that a child has will be supported as much as possible. The following are examples of the type of clubs that may be run:

- ‘Mad Science Club’
- ‘Chinese Club’
- ‘Football Club’
- ‘Recorder Clubs’
- ‘Running Club’
- ‘Art Club’
- ‘Cookery Club’
- ‘Games Club’
- ‘Card Club’

Letters that will outline which age groups these clubs are available to and the days and times on which they run will be sent to parents/carers. Class teachers or the SENDCo may also outline specifically to parents of SEND children if they think the activities will benefit the child concerned. In addition, parents and carers are welcome to consult with the teachers and/or support staff who run the clubs.

The successful ‘Games Club’ provides support and enjoyment for children during the lunchtime break. Other ways that may be used to support children if required at lunchtimes and playtimes include extra school adult support in the playground and/or small group and peer support from older children for younger children (‘Little Leaders’) in the dining school and for playground games.

Other educational events at Outwoods Edge include themed days (e.g ‘Art Attack Day for Foundation Stage and Key Stage 1 children), ‘Inspiration’ days and end of topic events, educational out of school visits or visitors invited into school. Access to these inspiring experiences is encouraged for all children wherever possible. Class teachers and SENDCo are happy to liaise with parents and carers if any particular actions or procedures are required to enable the full and safe involvement of all children at these events e.g. extra school adult support on out of school visits, considerations re safety factors/risk assessments.

Section 9: How will Outwoods Edge School help to develop my child's emotional and social development? How can I get help if my child is worried about things other than my school work/course? What support will there be for my child's overall well-being?

Support that is available for improving the emotional and social development of children with SEND.

At Outwoods Edge, we take great pride in supporting the emotional and social wellbeing of every child in the school. Our school ethos is dedicated to mutual support and developing the happiness, wellbeing and confidence of all. Positive behaviour is encouraged throughout the school. Children are shown how to develop positive behaviours for learning and how they can contribute to the school community.

At Outwoods Edge, we have a clear set of school rules. These are discussed at the beginning of each term and throughout the year. Any misbehaviour is described in terms of which school rule is broken. As a result of this proactive approach, the vast majority of children have reported feeling safe and secure at school.

Children with emotional, behavioural and social difficulties will initially have their needs met in the classroom, primarily by their class teacher and teaching assistant. These members of staff will consult with the child's previous class teacher and the child's parents/carers to discuss their additional needs and agree the level of support needed by each child.

Attendance figures are high because children enjoy school. Attendance is monitored regularly and any concerns are discussed with children and parents if necessary.

The school council contributes to the development of the school. They meet regularly with a nominated teacher and discuss the concerns raised by fellow pupils or work on specific projects agreed by the group. Children can also contribute to the school's development through pupil interviews and questionnaires that are carried out on a regular basis.

The school has a range of interventions that can provide additional support for a child with emotional and social difficulties. Our Learning Mentor takes a key role in working with children and parents/carers. One to one support (in and out of the class base) takes place as appropriate. A range of groups designed to develop emotional and social skills operate throughout the school. These include 'Social Communication Groups' and the lunchtime 'Games Club'. Peer support at lunchtimes occurs through 'The Little Leaders' scheme. Where required, school staff can access advice for school and home from external agencies including our Educational Psychologist and the local authority's Autism Outreach Service.

Section 10: How will Outwoods Edge School help to support my child's health needs?

We work thoroughly with parents and carers to ensure that children with medical and physical needs are fully supported. Debbie Cooper and Claire Leake are the school's Medical Needs Co-ordinators (MENCos). They oversee children's health and medical needs and liaise closely with children, parents/carers and colleagues in school (including the SENDCo, class teachers and teaching assistants).

Where appropriate a **Health Care Plan** is drawn up. The health care plan is shared with parents and colleagues who will be working with the child.

Medicines can usually be administered in school when signed parental permission has been given. There are nominated first aiders in school. Extra school adult support is allocated as required e.g. for children who require support with their diabetes. The school has specific risk assessments and emergency evacuation plans for pupils with high level physical and medical needs.

Staff consult with our school nurse Maria Styliano O'Neill as appropriate. Mrs Styliano O'Neill liaises with the school re individual children's health and medical needs and delivers in-service training for staff as appropriate in areas such as asthma training and Epipen training. She also holds 'Drop In' sessions for parents/carers once per month on Monday mornings (from 9 a.m.).

Parents and carers are expected to feedback any issues or changes regarding their child's health needs to school staff as required. Outside agencies (e.g. hospitals, physiotherapists, visually impaired and hearing impaired specialists from the Learning Support Service) are consulted as required to ensure that the needs of children with medical and/or physical needs are met. The school encourage frequent liaison to ensure that these high standards are maintained.

Section 11: How will I be able to raise any concerns I may have? What can I do if my child is worried about something?

Names and roles of SENDCo, Headteacher, Deputy Headteacher, SEND Teacher, Learning Mentor and SEND Governor.

The SENDCo

The school's SENDCo is David Day.

The SENDCO is responsible for managing and coordinating all aspects of Special Educational Needs and Disabilities in the school.

He is responsible for;

-Co-ordinating the support for children with SEND and developing the school's SEND policy to make sure that all children's needs are met.

-Updating the school's SEND record (a system for ensuring all the SEND needs of children in this the school are known and supported) and making sure that there are excellent records of pupils' progress and needs.

-Providing specialist support for teachers and support staff in the school so they can help pupils with SEND in the school achieve the best possible progress.

-Involving parents/carers in their child's learning

-Informing parents/carers about the support that their child is getting

-Involving parents/carers in the review process for their child

Parents and carers of pupils with SEND are welcome to make an appointment to meet with Mr Day and discuss any aspects of pupil's attainments/progress and the extra support and/or interventions that are in place to help them to achieve their potential.

The Headteacher

The school's Headteacher is Mark Maksymiw.

The Headteacher is responsible for;

-The day to day management of all aspects of the school, including support for children with SEND

-Overseeing the work of the SENDCo and staff in ensuring that all children's needs are met

The Deputy Headteacher

The school's Deputy Head Teacher is Claire Wilson.

The Deputy Head Teacher is responsible for;

- Supporting the co-ordination of resources to support children with SEND
- Supporting the SENDCo in the management and coordination of all aspects of Special Educational Needs and Disabilities in the school.
- Working with and supporting selected SEND children and groups with emotional, social or behavioural difficulties in withdrawn group or 1 to 1 situations
- Liaising with teachers and support staff as appropriate
- Working with and supporting the parents of SEND children with emotional, social or behavioural difficulties

If you have any concerns regarding a child at Key Stage 2, then you can consult with Mrs Wilson.

The SEND Teacher

The school's SEND Teacher is Jacky Crown.

The SEND teacher is responsible for;

- Working with specifically allocated groups or individuals with SEND
- Training and supporting teachers and support staff who are delivering interventions to groups or individuals with SEND
- Working with and advising parents/carers re the best way to support their child
- Where appropriate, working with outside agencies to assess and support a small, selected number of SEND children

The Learning Mentor

The school's Learning Mentor is Sharron Pears.

The Learning Mentor is responsible for;

- Working with and supporting SEND children with emotional, social or behavioural difficulties in-class and/or in withdrawn group or 1 to 1 situations
- Liaising with teachers and support staff as appropriate
- Working with and supporting the parents of SEND children with emotional, social or behavioural difficulties

The Key Stage 1 Co-ordinator

The school's Key Stage 1 Co-ordinator is Ian Reeve.

If you have any concerns regarding a child at Key Stage 1, then you can consult with Mr Reeve.

The Foundation Stage Co-ordinator

The school's Key Stage 1 Co-ordinator is Sarah Gostelow.

If you have any concerns regarding a child at Foundation Stage, then you can consult with Mrs Gostelow.

The SEND Governor

The school's SEND governor is Julie Ralph.

The school's governing body ensure that the necessary support is made for all children who are on the school's SEND record. They monitor the school's systems and processes for working with children with SEND.

Section 12: What specialist services and expertise are available at Outwoods Edge School? What training have staff supporting children with SEND had or what training are they having? What staff are there in the school with special training to help children who need extra help?"

Information about the expertise and training of staff in relation to children with SEND and about how specialist expertise will be secured.

Staff training re SEND continues to be a high priority at Outwoods Edge in order to enable staff to fully utilise their expertise and experience in developing every child's full potential. Staff training on courses is determined by the SEND of the pupils and SEND priorities on the School Development Plan. This academic year staff will be receiving training in a range of areas, including use of the Nessie Literacy app and supporting children with Attention Defecit Hyperactivity Disorder (ADHD).

Outside agencies will also provide staff with advice and recommendations as appropriate. This academic year, staff have and will receive advice from agencies including the Educational Psychology Service (our Educational Psychologist is Helen Clifford), The Learning Support Service (tutors include Charlee Pitt-Miller), the Autism Outreach Service (our key worker is Dave Philippedes), Consultant Paediatricians, the Speech and Language Therapy Service (our key worker is Sarah Patel), the Diana Children's Service, the Physiotherapy Service and the School Nursing Service.

Debbie Shields is a Play Therapist who has worked and is working with selected pupils with emotional, behavioural and social needs.

Within the school, we have built up levels of particular expertise in several areas. Therefore, much information sharing is cascaded to staff within school. Different staff have different levels of expertise in different areas and therefore will be utilised in a way that helps pupils as appropriate. Our SEND teacher Jacky Crown for example has training and expertise in the teaching of Reading and Writing (including the highly successful 'Reading Recovery' programme). She has also developed qualifications in the assessment of and teaching of pupils with specific learning difficulties and dyslexia. Learning Mentor Sharron Pears has expertise and experience in supporting the emotional, behavioural and social needs of children. Her work with children and parents continues to be invaluable. In 2016-17, Claire Wilson delivered staff training for SEN interventions using apps, including working memory, spelling and maths apps. And she will give more input in 2017-18. Over the past few years, Debbie Cooper and Claire Leake (the school's Medical Needs Co-ordinators), have delivered medical training and advice to staff re children with significant medical needs.

Section 13: How accessible is Outwoods Edge School, both indoors and outdoors? Information about how equipment and facilities to support children with special educational needs and disabilities will be secured.

The school buildings at Outwoods Edge are wheelchair accessible. Building changes to the school have been made based on pupils' needs and resources provided for children with physical and medical needs continue also to be provided and evaluated. Disabled changing and toilet facilities are available in the main school building and in the Oak Foundation Stage building. The school has a space for disabled parking.

Section 14: How are parents involved with the school? How can I get involved? Who can I contact for further information? Which parts of my child's education can the parent/carer get involved in?

Arrangements for consulting parents/carers of children with SEND and involving parents/carers in the education of their child.

At Outwoods Edge, we continue to value the views of parents and carers of SEND children and see them as an integral part in their child's education. Indeed, the positive relationship between the school and parents is one of our strengths. Therefore school consultations with parents and carers are encouraged at all stages of the SEND process from the identification of a pupil with SEND, through all stages of the 'Graduated Cycle'. Parents and carers are invited to all SEND reviews. Parent Evenings are another forum where parents/carers and teachers can focus on children's progress and the extra support and interventions targeted. They are also welcome to arrange meetings with their child's class teacher and SENDCo as they see appropriate.

Section 15: How will my child's views be listened to?"

Arrangements for consulting children with SEND and involving them in their education.

Children's voices continue to be valued at Outwoods Edge and all children are consulted and invited to contribute their views, opinions, concerns and reflections. Teachers and support staff make themselves available to listen to children on a day to day basis. Many children with SEN have a 'One Page Profile'. This document is produced by the child, parents/carers and school staff. It highlights the child's strength, areas of need and the ways that they like to be supported. This document is invaluable, in that it can highlight to all staff working with a child what their needs are and how they can best be supported.

The school's Learning Mentor specialises in supporting children who may need to discuss their needs and concerns on a more detailed basis. Social Communication groups and the 'Games Club' are two more situations where staff invite children to contribute their views. At all SEND reviews pupils are asked to reflect on their perceived areas of strength and difficulty and to feedback on how they believe school can help them. The school council reflects the views of children throughout the school and influences future initiatives and support systems.

Section 16: What should I do if I have a complaint? What should I do if I am unhappy about the support my child is receiving?

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of children with SEND concerning the provision made at Outwoods Edge.

If a parent/carer has a concern or complaint about the SEND provision made for their child, they can consult the child's class teacher and/or the SENDCo and/or the Headteacher. Concerns and/or complaints can also be reported to the governing body. The school's SEND governor is Julie Ralph. The school will endeavour to listen to all concerns and complaints and to work alongside parents/carers and if necessary outside agencies to reach satisfactory conclusions. The school has a clear policy that any parent can follow if they have a concern.

Parents/carers can also report concerns or complaints to the Local Authority. For details of the complaints procedure please refer to the 'Local Offer' website (the website address is provided on the final page of this document).

Section 17: Who else has a role in my child's education? Who else might help with my child's learning?

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of children with special educational needs and disability and in supporting their families.

Other bodies, agencies and professionals who previously have and who might be involved in meeting the needs of pupils with special educational needs include;

- The school's employed Educational Psychologist
 - The local authority's Educational Psychology Service
 - The local authority's Autism Outreach Service
 - The Learning Support Service
 - The Speech and Language Therapy Service
 - Consultant Paediatricians
 - the school nurse
 - Ashmount School's Inclusion Service
 - Maplewell Hall School's Inclusion Service
 - physiotherapists
 - occupational therapists
 - 'Diana Service' nurses
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Section 18: What other support services are there who might help me and provide me with information and advice?

The contact details of support services for the parents and carers of children with special educational needs and disabilities, including those for arrangements made in accordance with clause 32.

Details of support services are available on the local authority's 'Local Offer' website – the website address can be located on the final page of this document. If parents would like help and advice regarding which support services would be beneficial for their child and themselves and the contacts of various support services, they are welcome to ask the SENDCo and/or arrange an appointment.

Section 19: How will Outwoods Edge prepare and support my child to start school, transfer to a new setting or to the next stage of education and life?

Arrangements for supporting children with SEND in transferring between phases of education or in preparing for adulthood and independent living.

At Outwoods Edge, we liaise closely with other schools and staff when receiving and transferring children, ensuring that all relevant paperwork is passed on and needs are discussed and understood. For children with more significant SEND, including those with an Education Healthcare Plan or Statement of Special Educational Needs, a review may be used as a transition meeting to which parents and staff from both schools are invited. Additional transition visits at any stage of transition can be arranged by us as required. Extra arrangements (such as making up books with photographs of the next school's buildings and staff) can also be arranged and have been very effective in the past.

On Transition Into the Foundation Stage

Our nursery nurses visit all feeder playgroups and nurseries during the summer term prior to the child's arrival at Outwoods Edge. They have opportunities to meet and observe all pupils and discuss relevant information with nursery and playgroup staff. Children in the feeder schools have a transition morning and afternoon in our Foundation Stage classroom during the latter part of the summer term prior to their arrival. Children's attendance in the Foundation Stage classes is gradually increased at the beginning of the school year, with the great majority of children attending full-time after several weeks.

When Moving Between Classes at Outwoods Edge

All children visit their new class and meet their new class teacher three times during the second half of the summer term prior to their move. A handover meeting between the current and new class teacher takes place during the second half of the summer term prior to the child's move. At this meeting, all SEND information is discussed. Parents/carers are encouraged to meet their child's class teacher at the school's 'Open Evening' event in June. Pupil records, including SEND information are passed on during the second half of the summer term prior to their move.

On Transition to High School

All children will visit their new high school during the summer term. There are regular opportunities for the children to develop links with the high schools, including sporting and musical events. Enhanced transition arrangements are made for any pupil who may need additional support. Staff at Outwoods Edge meet with their high school counterparts to discuss information for all children. The SENDCo may be involved in meetings with the high school's SENDCo to ensure that all information is passed on and arrangements can be made to make every pupil's transition a happy and successful one. All records are passed on by the end of the child's final term at Outwoods Edge.

Parents of children moving to the high school are welcome to arrange an appointment with our SENDCo during the summer term, either on the 'SENDCo Drop-In Day' during the Summer term or if this is inconvenient on another mutually agreed date and time. Parents/carers can arrange to meet the high school's SENDCo prior to their child's transition. Our SENDCo can help to set up these meetings if required.

Section 20: Where can I find the local authority's Local Offer? Information on where the local authority's local offer is published.

In line with new SEND Code of Practice, Leicestershire County Council have collated information regarding SEND services and guidance across education, children and adult social care services and health services. This is known as 'The Local Offer'.

The website address is:

<https://www.leicestershire.gov.uk/Local-Offer>

Find link to Local Offer facebook page is: [Find us on Facebook](#)

Further Information

Contact: Special Educational Needs and Disabilities (SEND)

E-mail

sendqueries@leics.gov.uk

Contact: Family Information Service

Telephone 01163056545