



Sydenham Primary School.

Special Educational Needs & Disabilities (SEND). Information Report.

Important information for Parents and Carers.

Name of school:	Sydenham Primary School
Address:	Calder Walk, Leamington Spa, CV31 1SA
Phone:	01926 339138.
Email:	admin2622@welearn365.com
Executive Headteacher:	Mrs Juliette Westwood
Associate Headteacher:	Miss Carol Glenny
SEND Co-ordinator:	Mrs Karen Pressey 0.6 and Mrs Jill Manley 0.1
SEND Governors:	Victoria Daines and Tim Naylor
Age range:	Reception to Year 6 (Age 4-11 years)
Last OFSTED inspection:	January 2015
Outcome of inspection:	Outstanding

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (Special educational needs and disability code of practice: 0 to 25 years. Department For Education and Health, 2015, Page 15).

The purpose of the identification is not to put the pupil into a category, but to work out the actions that school needs to take (DfE, 2015, P27). The information is recorded on the school census. This informs the Department for Education's statutory publication 'Children and Young People with SEN: an analysis' (DfE, 2015, 6.25).

Introduction:

All Warwickshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

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

What is the LA Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

The 13 questions and answers below provide for more information about SEND at Sydenham Primary School.

Question 1:

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

There are several staff you can talk to at Sydenham Primary School, regarding your child's learning or SEND. If you are unsure who to approach, please have an initial chat with your child's teacher.

You can talk to your child's Class teacher. S/he is responsible for:

- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g. like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo/Inclusion Manager) know as necessary.
- Writing Pupil Progress targets/ Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

You can also talk to our SENDCo / Inclusion Manager, Mrs Karen Pressey. The SENDCo is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

You are also welcome to talk to our Executive Head Teacher, Mrs Juliette Westwood, and our Associate Head Teachers, Ms Carol Glenny and Ms Lucy Challand. They are responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Making sure that the Governing Body is kept up to date about issues relating to SEND.

The Head Teachers will give responsibility to the SENDCo/Inclusion Manager and class teachers, but are still responsible for ensuring that your child's needs are met.

We also have two SEND Governors, Victoria Daines and Tim Naylor.

Victoria Daines and Tim Naylor are members of our Governing Body. They are the SEND Governors, which means that they take a special interest in SEND, and meet with our SENDCo on a regular basis. The full Governing Body has overall responsibility for ensuring that the necessary support is given for any child who attends the school, and that appropriate support is provided for all SEND pupils.

Parents are welcome to approach the school in person, initially via our friendly Office staff or Class Teachers. Alternatively you can make contact with us by email or telephone: Email: admin2622@welearn365.com

Telephone: 01926 339 138

Complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo (Karen Pressey or Jill Manley), the Executive Head (Mrs Juliette Westwood) or one of the Associate Heads (Carol Glenny and Lucy Challand). The Chair of Governors (Richard Butler) is also available to listen to

complaints and mediate with school to resolve any issues, as are the SEND Governors (Victoria Daines and Tim Naylor). There is a complaints policy in school, in which such procedures are outlined.

Question 2:

What are the different types of support available for children with SEND in our school?

Class teachers, working with the SENDCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND.

Teachers adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and different ways in which pupils learn.

(i) Class teacher input via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work and interventions which may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant (TA).

(ii) Specialist groups run by outside agencies e.g. Speech and Language Therapy - as per the SEN Code of Practice 2014: School Support (SS):

This means they have been identified by the SENDCo /Inclusion Manager/ class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services, such as the Integrated Disability Service (including services such as, Autistic Spectrum Disorder Service, Hearing Impairment Service) and the Early Intervention Service (EIS).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a 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 as to the ways your child is given support.

(iii) Specified Individual support

This type of support is available for children whose learning needs are, severe and complex. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the ASD Outreach Team
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and long-term. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Question 3:

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress, please speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).
- The school SEND Governor can also be contacted for support.

Question 4:

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, or if staff have a particular concern, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning.

Question 5:

How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Warwickshire LA, includes money for supporting children with SEND.
- The Executive Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Executive Head Teacher and the Inclusion manager/ SENDCo discuss all the information they have about SEND in the school, including:
 - the children who currently receive additional support
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.
- Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources, training & support. It is reviewed regularly - changes are made as needed.

Question 6:

Who are the other people providing services to children with SEND at Sydenham Primary School?

School provision:

- Teaching Assistants
- Nurture Practitioners
- Counsellor
- ECAR teacher (Every Child a Reader – Reading Recovery)
- EMTAS / EAL staff
- Mental Health First Aiders
- Mental Health in Schools Team (MHST)
- MaST (Maths Specialist Teacher)
- Artist-in-Residence
- Breakfast club / After school club
- Additional staff leading out of hours clubs or tuition, such as Onside Coaches.
- Attendance Lead

Local Authority Provision delivered in school:

- Early Intervention Service
- Autism Spectrum Disorder Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Health Provision delivered in school
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

Question 7:

How are the teachers in school helped to work with children identified as having SEND and what training do they have?

The SENDCO'S job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD), Speech and language difficulties, Attachment difficulties and medical training.
- Individual teachers and support staff attend training run by outside agencies that is relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AoT).

Question 8:

How will the teaching and learning be adapted for my child with SEND?

- Class 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.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in groups and during whole class teaching.
- Planning & teaching will be adapted daily, if needed, to meet your child's learning needs.
- Additional interventions may be planned to meet specific needs of pupils either on an individual basis or in small groups.

Question 9:

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- Her / his progress is reviewed formally every half-term in reading, writing and mathematics by the Class Teacher, Head Teachers and SENDCo in Pupil Progress Review meetings.
- If your child is in Year 1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail (P Scales/PIVATs)
- All year 1 pupils complete a Phonic Skills Check. Some children will complete this check for a second time in year 2.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children may have an IEP / personal targets which will be reviewed, and a future plan made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Question 10:

What support do we have for you as a parent of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Manager/ SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Personal progress targets/IEPs will be reviewed with your involvement.
- Home learning will be adjusted as needed to suit your child's individual needs.

Question 11:

How is Sydenham Primary School accessible to children with SEND?

- The building is accessible in that it is single level throughout. Access into all classrooms, halls and the outdoors is ground level and appropriate for use with wheelchairs and walking aids.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Question 12:

How will we support your child when they are starting or leaving this school? OR moving on to another class?

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.

If your child is moving child to another school:

- We will contact the school SENDCo and ensure s/he 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:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.
- Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.

When leaving in Year 6:

- The SENDCo and Y6 teacher will discuss the specific needs of your child with the SENDCo of their secondary school.
- 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 in this school.

When starting in Reception:

- The Class Teacher and Teaching Assistant will visit your child and you in your home to discuss the specific needs of your child.
- The Executive / Associate Head Teacher, SENDCo and Class Teacher will discuss the specific needs of your child with her / his Nursery key worker, and any external professionals who have been working with your child.
- Your child will visit school for 'Stay and Play' sessions on several occasions during the Summer term before they start school in September.
- You will have an opportunity to raise any concerns regarding your child with her / his Class Teacher and / or one of the Head Teachers during the New Reception Induction Evening in the Summer Term.

Question 13:


What Emotional & Social Development support do we have for a child with a SEND?

- We recognise that pupils with SEND may well have an Emotional and Social Development need that will require support in school.
- The Emotional Health and well-being of all our pupils is very important to us.
- We have a robust Safeguarding Policy in place; we follow National & LA Guidelines.
- We have fully trained Nurture Practitioners who support children via 1:1 'Bubble Time' and/or nurture group sessions (Sunshine Group and Rainbows Group). Additional referrals to other agencies (eg. Counselling / MHST – Mental Health in School Team) are completed as necessary.
- We are a trauma-informed school. All staff are trained to be able to identify adverse experiences that can impact on a child's development and their response to stress. Staff understand the importance of healthy brain development in a child's early years and the impact of toxic stress. Our school understands that experiencing adversity in childhood can have a significant impact over a person's life course, resulting in ill health; poor well-being; and, in some cases, premature death. Staff understand what it means to look at adverse childhood experiences through a 'trauma informed lens', and that key protective factors can help to mitigate the impact of ACEs and different strategies that can help build resilience.
- Within the staff there are Mental Health first Aiders, trained by MHFA England. Our school Mental Health First Aiders know how to identify, understand and support children, young people and adults who may be experiencing a mental health issue. Our Metal Health First Aiders are trained to have:
 - An in-depth understanding of mental health and the factors that can affect wellbeing
 - Practical skills to spot the triggers and signs of mental health issues
 - Confidence to step in, reassure and support a person in distress
 - Enhanced interpersonal skills such as non-judgemental listening
 - Knowledge to help someone recover their health by guiding them to further support - whether that's self-help resources, through their employer, the NHS, or a mix

- We have robust Behaviour and Anti-Bullying Policies (available on our school website).
- The Executive Head Teacher, Associate Head Teacher, and all staff continually monitor the Emotional Health and well-being of all members of our pupils; this may be for example, via pupil questionnaires or the school suggestion box.
- We are a 'Taking Care' school, with all staff fully trained in 'Protective Behaviours: A Toolkit for Keeping Children and Young People Safe.'
- Three members of staff are trained to use Mindfulness Based Cognitive Therapy (MBCT) strategies.
- Therapeutic art groups are regularly offered to children and parents by the school's artist-in-residence and counsellor.
- We have externally trained playground 'Peer Mediators' who support their peers during lunchtimes and playtimes.

This policy was ratified: September 2023

And will be reviewed: September 2024

Signed by the Head teacher: 

Chair of Governors: Richard Butler

Key:

Wave 1: Class activities and differentiation. First class teaching. Teacher monitor.

Wave 2: Specific programmes additional to class differentiation. Could be 1:1.

Wave 3: Interventions used including support from external agencies.

Acronyms:

ADD: Attention Deficit Disorder.

ADHD: Attention Deficit Hyperactivity Disorder.

ASD/ ASC: Autism Spectrum Disorder/ Autism Spectrum Condition.

CAF: Common Assessment Framework (Now called Early Help or Targeted Support).

CAHMS: Child and Adolescent Mental Health (Now part of the REACH service).

EAL: English as an additional language.

ECAR: Every Child a Reader.

EHC: Education, Health and Care.

ECHP: Education, Health and Care Plan.

EHO: Early Help Officer.

EIS: Early Intervention Service.

EMTAS: Ethnic Minority and Traveller Achievement Service.

EPS: Educational Psychologist Service.

EWO: Education Welfare Officer.

FF: Family Fund.

FIS: Family Information Service.
HI: Hearing Impairment.
IAS: Information, Advice and Support Service.
IDS: Integrated Disability Service.
IEP: Individual Education Plan.
LA: Local Authority.
MaST: Maths Specialist Teacher.
MLD: Moderate learning Difficulty.
MSI: Multi-Sensory Impairment.
OT: Occupational Therapy/ Therapist.
PD: Physical Disability.
PDD: Pathological Demand Avoidance.
PMLD: Profound and Multiple Learning Difficulties.
PR: Parental Responsibility.
PT: Physiotherapy/Physiotherapist.
SALT/SLT: Speech & Language Therapy/Therapist.
SEN: Special Educational Needs .
SEND: Special Educational Needs and Disabilities.
SENDCo: Special Educational Needs & Disabilities Co-ordinator.
SENDIAS: Special Educational Needs and Disabilities Information, Advice and Support Service.
SENDAR: Special Educational Needs and Disabilities Annual Review Service for EHCPs.
SLD: Severe Learning Difficulties.
SpLD: Specific Learning Difficulties.
STS: Specialist Teaching Service.
TA: Teaching Assistant
VI: Visual Impairment.

Useful terms explained.

Provision: The things we do or change to support a child to access their learning better or achieve more.

Intervention: The specific programmes that are run on a regular basis to support, repeat or fill gaps in learning to accelerate progress.

Graduated approach: The development of provision over time through an assess, plan, do and review cycle. This means that we assess children regularly and ask specialists for their assessments (where needed), we recommend the best support or a specialist outlines what they think will help, we carry-out the intervention and then review the progress made and assess what to do next.

Universal Provision: The changes that we might make on a daily basis to support all children with their learning. This may be a small change that has a real impact such as asking children to repeat their task back or by using physical (manipulative) objects to help children to understand their maths tasks.

Quality First Teaching: This means that teachers always try to ensure that they give children the best chance of learning something the first time they teach it by making small changes so that lessons suit their ways of learning. This means that we can reduce the need for children to have to learn something again in intervention sessions.

Early Help: Regular meetings held with an Early Help Coordinator, family and specialist services to support a family before their needs may escalate to higher levels of need.

Useful Websites for Parents:

Information Report Extra information about Special Educational Needs can be found on Warwickshire County Councils website: <https://www.warwickshire.gov.uk/send>

The Family Information Service is also available to support parents and can be contacted on: 01926 742274 or access information via their website: <https://www.warwickshire.gov.uk/fis>



More information on support available through Warwickshire's 'Local Offer' can be found at: <https://www.warwickshire.gov.uk/send>

Additionally, Warwickshire have their own advice service that specialises in supporting families with children with SEND. They are known as SENDIAS and more information about this service can be found at: <https://www.kids.org.uk/warwickshire-sendiasfrontpage>

