

Allesley Primary School SEN Information Report

General statement

Government Legislation requires us to publish a report called the SEN information report (clause 65 of the new SEN act). This report is co-produced by The Headteacher, Deputy Headteacher, Governor's and parents. As you can see it is a lengthy document but we hope it outlines the provision we provide for children with SEND.

We are a fully inclusive mainstream school and we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. We are proud to be part of the Achievement for All programme which underpins all the work that we do for our SEND children at Allesley.

Regulations	Response
1. The kinds of special educational needs for which provision is made at the school	<p><i>We are a mainstream school and the majority of our children are expected to reach age appropriate expectations.</i></p> <p><i>A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</i></p> <p><i>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i></p> <ul style="list-style-type: none"><i>• has a significantly greater difficulty in learning than the majority of others of the same age, or</i><i>• has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions</i> <p><i>Children with SEN in our school have a wide range of individual needs and difficulties which fit in across the four main categories listed below-</i></p> <ul style="list-style-type: none"><i>▪ Communication and interaction</i><i>▪ Cognition and Learning</i><i>▪ Social, Emotional and Mental Health</i><i>▪ Sensory and Physical</i>

<p>2. Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN</p>	<p><i>Our class teachers and Senior Leadership Team closely monitor the progress made by all the children and where appropriate a class teacher will ask advice from the SENCo as soon as they have concerns about a particular child. The SENCo helps class teachers to plan interventions/activities such as small group work or special programmes to help the child. The SENCo might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. The class teacher and/or the SENCo will meet with parents/carers to discuss and agree what additional SEN support will be put in place to support the child at school and at home. Reviews will be undertaken at least termly through structured conversations. During these conversations, parents and teachers will discuss areas of concern and identify and agree steps forward.</i></p> <p><i>As soon as your child's SEN has been identified we will contact you and invite you to come into school to discuss plans to help him or her with their next steps. Likewise, if a parent has concerns over their child's development/progress we ask that they speak with the class teacher to share these concerns as soon as possible.</i></p>
<p>3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans</p>	<p><i>Our Inclusion Policy will give you the information you need about how we make provision for all pupils with SEN.</i></p> <ul style="list-style-type: none"> <i>• Click here to see our Inclusion policy</i> <p><i>If you would like to discuss our SEN provision or find out more, please contact our SENCo who will be happy to discuss it further.</i></p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>All interventions and additional support is recorded on year group Provision Maps. These clearly state what additional support is being provided, by whom and when. Detailed documentation is kept on the targets being addressed, the work undertaken and the progress made. Targets and progress are reviewed at the end of a block of work and information will be shared with parents/carers termly at review meetings/structured conversations.</i></p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>Assessment of children is ongoing with more formal assessments being undertaken at the end of a specific block of work or at the end of a term. Outcomes are discussed with the Headteacher, Assistant Headteachers and the SENCo during Pupil Progress meetings at the end of each term. Parents of SEND children will be invited either into a structured conversation meeting with the class teacher or to a review meeting with the SENCo, the class teacher and possibly members of other agencies that may be involved in supporting the child. During these meetings parents will be informed of the progress the child has made and be involved in discussing the next steps and how they can support too.</i></p>
<p>3c. The school's approach to teaching pupils with SEN</p>	<p><i>As with all children the teacher will have the highest possible expectations for your child and all pupils in his or her class. All teaching is based on building on what your child already knows, can do and can understand. Your child's teacher will put in place different styles of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning resources or providing different resources adapted</i></p>

	<p><i>for your child. Your child's teacher will also put in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task.</i></p> <p><i>Your child's teacher will carefully check on his or her progress to monitor if your child has gaps in his or her understanding/learning and needs some extra support in order to close the gap between your child and their peers. He/ She will plan group/possibly one to one sessions for your child with targets to help them to make more progress. These activities might be led by either a teacher or a trained teaching assistant working to plans made by the class teacher.</i></p> <p><i>Your child's class teacher will give you more information about what the class is learning at the moment and how he/she is helping your child to make good progress. There is more information about the school curriculum on our website.</i></p>
3d. How the school adapts the curriculum and learning environment for pupils with SEN	<p><i>At Allesley Primary School we deliver a creative curriculum that is engaging and accessible for all. Through Quality First Teaching, appropriate planning and delivery, close monitoring and assessment, we ensure that the curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children too.</i></p>
3e. Additional support for learning that is available to pupils with SEN	<p><i>All classes have a teacher and a teaching assistant. We are fortunate enough to have extra teaching assistants who support in various ways across the different phases too.. Staff are highly experienced and have a wealth of knowledge and expertise to support a range of needs. As a school we are continually encouraging and providing staff with professional development in a range of areas. We employ and work with specific specialists who support us in certain areas too.</i></p> <p><i>Parents will have been informed if their child is receiving extra support during the structured conversation meeting or the review meeting.</i></p>
3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum	<p><i>The school is proud to offer an excellent before school and after school club which is accessible to all children. We are also very pleased to offer a wealth of extra-curricular activities to all children across the school over the year. These range from various sporting clubs such as football, netball, gym, cross country and swimming to Art clubs, Drama Clubs, Newspaper clubs and Science clubs.</i></p>
3g. Support that is available for improving the emotional and social development of pupils with SEN	<p><i>We are a very caring and nurturing school. All staff support children in their emotional and or social development throughout their time here with us at Allesley. However, we are also fortunate enough to employ a Learning Mentor who will provide extra support to individual children, supporting them through issues such as bereavement, family separation, friendship issues or confidence and self-esteem development.</i></p> <p><i>We have a school Council which is made up of representatives from each class who work closely with a member of staff to ensure we engage the children in school life and encourage the children to have a voice.</i></p> <p><i>We also have children who support other children during playtimes and lunchtime, these children are known as Playground Pals. The Playground Pals are an important part of school life. Children volunteer to be a</i></p>

	<p><i>Playground Pal and are responsible for organising games and activities for other children to take part in at lunchtime, ensuring that there is always plenty to do. These children play an important part in creating a safe, friendly, happy and peaceful atmosphere for other children during these less structured times. They are made up of Children in Key Stage Two. They work closely with our Learning Mentor to ensure our playgrounds are happy places and they take their role very seriously.</i></p> <p><i>We also work very closely with professional agencies such as the Educational Psychology Service and CAMHS to support children with specific social, mental or emotional health difficulties.</i></p>
4. In relation to mainstream schools, the name and contact details of the SEN Coordinator	<p><i>The Deputy Headteacher is also the SENCo, her name is Mrs Adele Sharp and she is available by contacting the school on 02476402611 or you can email her directly at deputy@allesley.coventry.sch.uk Please feel free to contact her to discuss any concerns or to ask a question directly.</i></p>
5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured	<p><i>Allesley Primary school is committed to developing its staff to ensure they are well equipped to meet the challenges of modern teaching. We aim to give staff the confidence to improve the teaching and learning of all children including those with SEND. This may include whole school training on SEND issues to support identified groups of learners in school, such as autistic or dyslexic children for example, or more bespoke training for certain individuals and their specific needs.</i></p> <p><i>Teachers and support staff attend training courses run by the Local Authority and outside agencies that are relevant to the needs of specific children in their class e.g. from SEMH&L. or medical /health training to support staff in implementing care plans. As part of our networking with cluster schools, we also work collaboratively across schools to support each other in specific areas of Continued Professional Development, recently working together to develop knowledge and skills in Maths and English.</i></p> <p><i>The SENCo and teachers work closely with specialists from external support services who provide advice or direct support as appropriate too, for example working with teachers of the deaf.</i></p>
6. Information about how equipment and facilities to support children with SEN will be secured	<p><i>The school works in consultation with specialist services to provide specific specialist equipment that a child may need, such as a wheelchair, standing frame or FM radio systems for example.</i></p> <p><i>The school will ensure that all children have access to an appropriate curriculum and will provide differentiated activities, personalised programmes, practical resources, suitable teaching strategies and styles to enable all children to fully participate in and access the curriculum on a daily basis.</i></p>
7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.	<p><i>As previously outlined, parents will be consulted as soon as a concern is identified. Parents will have opportunities at least termly through reviews or structured conversations to engage with staff on the progress and needs of their child. In some cases, other specific lines of communication may be suggested too, like telephone conversations, using a home school link book for example or more frequent conversations. Parents of all children can expect an end of year school report which outlines the achievements across all subjects across the school year.</i></p>

	<i>Allesley Primary is also very proud to have an 'open door' policy, where all staff are happy to see parents at suitable times at the beginning or end of a school day to discuss any issues.</i>
8. The arrangements for consulting young people with SEN about, and involving them in, their education.	<i>Throughout the year SEND children have the opportunity to share their thoughts and feelings about their individual experiences within school. This is done in a variety of ways that include questionnaires, pupil discussions with the SENCo and SEN Governor, discussions with the class teacher and of course through the school council.</i>
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.	<i>If a parent has a concern, the first step should be to share the concern directly with their child's class teacher or the SENCo. If the concern isn't resolved by the teacher or SENCo parents should then ask for a meeting with the headteacher.</i>
10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.	<i>We work closely with the following to support your child's needs. All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy – Specialist services including Hearing impairment, Visual impairment and the Educational Psychology services, the School Nursing Service, CAMHS – Child and Adolescent Mental Health Services, Social Services – children with disabilities team. Voluntary agencies such as the NSPCC.</i>
11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.	<i>Parents may find the following links helpful:</i> <ul style="list-style-type: none"> o Autism Education Trust www.autismeducationtrust.org.uk o Communication Trust www.thecommunicationtrust.org.uk o Dyslexia/SPLD Trust www.thedyslexia-spldtrust.org.uk o Council for Disabled Children www.councilfordisabledchildren.org.uk o Parent Partnership Service www.coventry.gov.uk/parentpartnership o Speech and Language Therapy Service www.coventrychildrensslts.co.uk
12. The school's arrangements for	<i>We recognize that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from pre-school: The SENCo will visit pre-schools</i>

supporting pupils with SEN in transferring between phases of education.	<i>with the Foundation Stage Leader when appropriate. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them. Your child will be able to visit our school and stay for taster sessions, if this is appropriate. If your child is moving to another school: We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. When moving classes in school: 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 information on your child will be shared with the new teacher.</i>
13. Information on where the LA's local offer is published.	<i>The information in this report forms part of Coventry's local offer. The Coventry Local Offer can be found on the Local Authorities website.</i>