



"Learning, thriving and achieving

love."

as a school family through God's

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." (Jeremiah 29 v11)

Ilam C of E (VA) Primary School

SEND Information Report September 2021-2022

Written by: Emily Goldstraw (SENCO)

Approved by: Mrs Rachel Linton (Executive Headteacher)

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Our Vision for SEND

At Ilam C of E, we embrace the fact that every child is unique, and, therefore, the educational needs of every child are also unique. We value all children equally, whatever the differences in their abilities or behaviours and believe that every child matters. We are a fully inclusive school and as a school we adapt to make sure that the needs of all our children are met, including those with special needs.

We aim to develop the potential of all our children by providing each child with a broad, balanced and relevant education, within and beyond the Curriculum. We believe that every child has a right to full access to the foundation stage and National curriculum and should enjoy reaching their goals and have these achievements celebrated. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent, resilient and confident in their learning.

"Staff are ambitious for all pupils' academic success and well-being. This includes pupils with special educational needs and/or disabilities (SEND)" OFSTED 2022

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is 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 in the local area.

Staffordshire's Local Offer can be accessed:



Q1) What should I do if I think my child may have a special educational need?

If you are concerned about your child's progress then please come and talk to us. You should first talk to your child's teacher about your concerns who may wish to arrange a meeting with you to discuss this further.

If your concerns continue a meeting can be arranged with your child's class teacher and the SENCo (Miss E Goldstraw), this can be arranged by contacting the office or the SENCo email address: e.goldstraw@ilam.staffs.sch.uk

Q2) Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCo) know as necessary.
- Writing SMART targets with clear outcomes for 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 the school's provision map.
- Directing teaching assistants within the classroom as appropriate to support the needs of the children within it.
- Communicating with parents and ensuring they are up to date on the progress or difficulties your child is facing.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Supporting your child's learning through specific interventions and provisions.

The SENCo – Miss Goldstraw

Responsible for:

Developing and reviewing the school's SEN policy.

- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Monitoring that class teachers are ensuring that you are :
 1. Involved in supporting your child's learning
 2. Kept informed about the support your child is getting
 3. Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN 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.
- Meeting termly with the Governor who has the responsibility for SEN, to update them on whole school progress and impact of interventions.

Executive Headteacher: Mrs Linton

Responsible for:

- The Head of school will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mrs J Rowland

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- That school policies are current, up to date and reviewed regularly.

Q3) What will happen if the school think my child has a special educational need?

If your child's class teacher is concerned about your child then they will discuss this with the SENCo and additional strategies may be put into place to support your child.

Your child's class teacher will share their concerns with you and will ask for your views and opinions about how they are progressing. This may lead to an individual education plan being put into place with personalised targets being set to allow for further progression.

If necessary, a referral may be made to an external agency and you will be asked to give permission for this.

Q4) What are the different types of support available for children with SEND in our school?

Class teacher input, via outstanding 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.
- That 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 or through the use of additional resources.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- That specific strategies (which may be suggested by the SENCo) 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

Intervention which may be:

- Run in the classroom or out of the classroom (maybe a quieter space).
- Run by a teacher or a teaching assistant (TA).

Specialist support from outside agencies

This means a pupil has been identified by the SENCo/ Class Teacher as needing some extra specialist support in school from a professional outside the school.

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 you to understand your child's particular needs better and be able to support them more effectively 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.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP) (previously known as a Statement of Special Educational Needs). 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 the Local Authority/entrust (e.g. Special Educational Needs and Inclusion Service) or outside a

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 lifelong. 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. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Q5) Who provides support to children with SEND at Ilam?

School Provision

- Teachers responsible for the teaching of all children within their classroom, however other adults may support your child's learning during the school day.
- Teaching Assistants and HLTAs working in either the classroom or outside of the classroom with either individual children or small groups.

External Agency Provision delivered in school

- Special Educational Needs Support Service (SENIS)
- Behaviour Support Service
- Educational Psychologist Service
- Educational Welfare Officers
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)

Q6) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education; The Notional SEN budget. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. speech and language therapy, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Provision of specialist resources
- CPD relating to SEND for staff

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parent. For pupils with a Health or Care plan, this decision will be reached when the plan is being produced or annual review.

Q7) How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' achievement levels and differentiate work to match the ability of all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- They may also be provided with additional support through the use of resources and of adult support.
- ICT may be used to reduce barriers to learning e.g. iPads with specialist apps
- A teaching assistant may be allocated to work with the pupils in a 1:1 or small intervention group to target more specific needs.
- If appropriate specialist equipment may be given to pupils e.g. writing slopes, pen/pencil grips or easy to use scissors.

Q8) How are teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENCo's job is to support the class teacher in planning for children with SEN.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. Training is also provided where appropriate to meet a child's medical needs.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team, Speech and Language Therapists, attendance at termly SENCO update and many more options.

Q9) How will I know how my child is doing?

Half termly review meetings are held between the class teacher and parents to review the child's IEP targets and to set new targets where appropriate. Copies of IEPs are provided to be taken home for work to be continued where appropriate.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. This is in addition to three termly meetings with the class teacher.

The SENCo will share with you any reports received from external agencies, this may be done through a meeting or a copy of a report may be posted to you.

Throughout your child's time at school they will also complete a number of official assessments, such as the Year 1 Phonics screener, the Year 2 and 6 SATs as well as the Year 4 Multiplication tables check. All of these results will be shared with you in your child's school report.

Q10) How is Ilam Primary School accessible to children with SEND?

Our school is a listed building with external and internal steps. Unfortunately, due to being a very small building we have no available space and no toilet suitable for a person with disabilities although Class One's toilets have been fitted with rails in both cubicles for standing and sitting support. However, we will do everything we can to accommodate a child's needs. Our accessibility plan describes the actions the school has taken to increase access to the environment, the curriculum and printed information is available via the school website. Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Education Authority SEND services.

All children, including children with SEND, are encouraged to be members of the school council as well as the ECO committee.

Extra-curricular activities are accessible for children with SEN and they are encouraged to take part in these as well as residential trips and other school trips, which are accessible for children with SEND.

Q11) What support will there be for my child's overall well-being?

Ilam Primary School has a warm and supportive environment, much like a family, which enables every child to feel happy, safe, valued and accepting of diversity. Our Christian ethos and Values Education programme enriches our children whilst encouraging them to make sensible choices and to be respectful of others. Children are nurtured to become confident individuals ready to embrace their future. Our strong open door policy allows concerns to be dealt with immediately. The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- We place great emphasis on physical health and well-being, sports premium money has been used to help support the children's physical wellbeing.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within '**Supporting pupils at school with medical conditions**' (DfE) 2014

Q12) How will we support your child when they are joining/leaving this school or moving to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

On entry:

- A planned programme of visits will be provided in the summer term for pupils starting in September.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

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 need 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, one will be made for them.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>
- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and identified on the website

The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

When moving classes in school:

- Information will be passed on to the new class teacher during our whole school transition meetings and in planning meetings which take place between the old teacher and the new teacher.
- Children will meet their new teacher and spend time with them, transition visits and activities will take place in order to build up relationships before the move.
- If your child would be helped by a transition book to support them understand moving on then it will be made for them.
- For children with a statement of SEN or an Education Health Care Plan begins the process where parents are supported to make decisions regarding school choice post year 6.

Q13) How are parents involved in the school? How can I be involved?

We believe that working together in partnership with parents ensures the best possible outcomes for every child. Parental involvement is key to a child's educational, social and emotional development. We therefore provide a range of opportunities for parents to be involved in school life. These include:

- Fortnightly celebration assemblies

- Parent workshops and open days/evenings
- Parents/Grandparents lunches
- Drama or Music productions
- Daily voluntary reading sessions
- Supporting or running a lunch time or after school club
- Sports events
- Opportunities to attend school trips
- An active PTA as known as the ISA at Ilam School

Q14) Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- The SENCO: Miss E Goldstraw
- The Executive Headteacher: Mrs R Linton
- For complaints please contact the school Governor with responsibility for SEN: Mrs J Rowland