



As part of the **Children and Families Bill 2014**, all schools are required to make available their SEND information which details how they can support children and young people with a Special Educational Need and/or Disability (SEND).

Details of the schools SEND Information is set out under the following headings:

- An overview of the school
- Identifying children's additional needs
- Dedicated contact at the school
- Involving pupils and parents/carers in planning support
- Range of support available to my child
- Measuring children's progress
- Support and training for school staff
- Accessibility of the school
- Inclusion
- Transition (Starting or changing schools)
- Support and training for parents/carers
- Further information for families

### **An Overview of the School**

Robert Peel is a Primary School of 420 pupils aged 3-11 years. We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with Special Educational Needs and Disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals, e.g. from health, to make sure that all children receive the support they needs to do well at school.

### **Identifying Children's Additional Needs**

*How will the school know if my child needs additional help and how will the school share information with me?*  
We may find that a child needs additional help if concerns are raised by a parent/carer, by the child's teacher or by the child. We would be alerted by a teacher or parents/carer if a child in any age group is making limited progress or if there is a change in their behaviour. Sometimes, other professionals, e.g. health or an early years setting (Pre-school, child care), may notify the school of any concerns. Parents can approach their child's class teacher at any time if they are worried about their child. They are kept informed at all stages in the process of identification and assessment of needs. They are invited to meet the SENDco and participate in discussions of support planned for their child. They can obtain advice on how to help at home with any particular aspect of parenting e.g. managing behaviour at home. Further assessments may involve a specialist such as the schools Educational Psychologist or allocated Speech and Language Therapist. Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENDco.

### **Dedicated Contact at the School**

*Who should I contact if I have questions or concerns about my child's SEND?*

Miss B Houchin – SENDco

Telephone 01767 681185

E-mail – [b.houchin@robertpeel.beds.sch.uk](mailto:b.houchin@robertpeel.beds.sch.uk)



### **Involving Pupils and Parents/carers in Planning Support**

*How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?*

- Our SENDco and Deputy Head oversee all support and progress of any child requiring additional support across the school.
- The Class Teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching and Learning Practitioner (TLP) working with your child either individually or as part of a group; if this is seen as necessary by the Class Teacher. The regularity of this will be explained to parents when the support starts.
- The Class Teacher will meet with parents at least termly to discuss their child's needs, support and progress.
- For further information the SENDco is available to discuss support in more detail.

### **Range of Support Available to my Child**

*What different kinds of support are available to children with SEND?*

- All work within class is pitched at an appropriate level so that all children are able to access the learning and curriculum according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of differentiation is that all children can access the learning at their level.
- Support children's behavioural needs
- Specified individual support provided
- Support for health needs
- Grouping of pupils to aid learners
- Specific individual support
- Specialist teaching groups to support learning
- Support for communication needs
- Support for social and emotional needs

### **Measuring Children's Progress**

*How will the school know how well my child is doing and how will they inform me about this?*

- As a school we measure children's progress in learning against National and Age Related Expectations.
- The Class Teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry to Year 6 using a variety of different methods including National Curriculum expectations and reading and spelling ages.
- Children who are not making expected progress are identified through monitoring of children's data and a discussion takes place with the Class Teacher concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Parents will be informed if this is the case.
- If your child is on the SEND register, they may have a Send Support Plan (SSP) which will have individual Long term and Short term outcomes. This is discussed on a termly basis and parents given a copy of the outcomes and reviews. The Outcomes set are SMART (Specific, Measurable, Achievable, Realistic and Time Scaled) with the expectation that the child will achieve the Short Term Outcome by the time it is reviewed.



- If your child has complex SEND requirements, they may have an Education, Health and Care plan, which means that a formal meeting will take place to discuss your child's progress and a report, will be written.
- We offer an open door policy where you are welcome any time to make an appointment to meet with either the Class Teacher or SENDco and discuss how your child is progressing. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

### **Support and training for school staff.**

*Have any staff received specialist training in SEND?*

- Our SENDco is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs including:- Jigsaw (behaviour intervention); ASD advisory service; health including – GP's, School Nurse, Paediatricians, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Orthoptist, Audiology, Social Services and Educational Psychologists.
- A number of TLP's have had training in delivering Speech and Language programmes and Spirals, from Speech and Language therapists.
- The SEND assistant is Elklan trained, Smile mentor trained and works closely with CHUMS.
- All teaching staff, Teaching and Learning Practitioners, Learning Support Assistants and Midday Supervisors have had ASD awareness training and anxiety curve training . This is renewed every three years.
- A number of TLP's and LSA's have had Sounds~Write training, Sensory Processing Disorder training and Lift Off To Language Training
- Two LSA's have had training from the Occupational Therapist and Physiotherapist to deliver children's OT and Physio programmes and deliver the Hypermobility Group.
- A number of TLP's and LSA have been trained in Numicon and also in Maths Mastery.
- The SENDco and SEND assistant have had training on Attachment awareness

### **Accessibility of the School**

*How is the school accessible to children with SEND?*

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing .The school also has changing facilities in the Nursery.
- The school is on one level and classrooms can be accessed through a variety of ways.

### **Inclusion**

*How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?*

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.



- Access to after school clubs is provided as a right and support is given by trained activity leaders. We make it a requirement that any independent provider of after school clubs must cater for pupils with SEND.

### **Transition (starting or changing school)**

*How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?*

- We encourage all new children to visit the school prior to starting.
- For children with SEND we encourage further visits to assist with the acclimatisation of the new surroundings. We would make a Transition Book for them to take home and refer to. We also arrange for the new staff to spend time with them in their current school or setting or class.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school we arrange additional visits as necessary. The children also have the opportunity to visit their next school and take photos to make their own transition books.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- The SENDco arranges meetings between herself, parents, the SENDco at the new/previous school or setting, and also Family support worker.

### **Support and Training for Parents/Carers**

*What support and training within the school is available to parents and carers?*

- Information of support groups on the school website
- Parent support from SENDco with strategies and behaviour support, referring to outside agencies via the EHA where necessary.

### **Further information for Families**

More information is available on the school website, in the SEND Policy and in the Central Bedfordshire Local Offer documentation.

B Houchin.  
SENDco  
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