



ERNESFORD GRANGE PRIMARY SCHOOL

SCHOOL SEN INFORMATION REPORT

September 2021

At Ernesford Grange Primary we are an inclusive 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 our pupils, including those with SEN, in order that they can do their very best.

There are many terms and abbreviations used. Below is a helpful glossary of terms:

ADHD	Attention Deficit Hyperactive Disorder
AS	Asperger Syndrome
ASC	Autistic Spectrum condition
AWPU	Age Weighted Pupil Unit
CAMHS	Child and Adolescent Mental Health Service
CCT	Complex Communication team
CoP	SEND Code of Practice
CPD	Continuing Professional Development
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPS	Educational Psychology Service
EYFS	Early Years Foundation Stage
EYFSP	Early Years Foundation Stage Profile
FE	Further Education
FSM	Free School Meals
GB	Governing Body
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant

IEP	Individual Education Plan
LA	Local Authority
SEMH and learning	Social, emotional and mental health and learning
LAC	Looked After Child
LDD	Learning Difficulties and Disabilities
MGSS	Minority Group Support Services
MSI	Multi-sensory Impairment
NQT	Newly Qualified Teacher
OT	Occupational Therapy
PCF	Parent Carer Forum
PPS	Parent Partnership Service
PSHE	Personal, Social and Health Education
SEMHD	Social, Emotional and Mental Health Difficulties
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SENDIST	First-Tier Tribunal, SEN and Disability
SLCN	Speech, Language and Communication Needs
SLT or SALT	Speech and Language Therapy or Therapist
SpLD	Specific Learning Difficulty (dyslexia)
TA	Teaching Assistant
VI	Visual impairment

QUESTIONS PARENTS AND CARERS MAY ASK WHEN CONSIDERING OUR SCHOOL:

Do you have children with SEND in your school?

We are a mainstream school and the majority of our pupils are expected to reach the learning goals for their age. A small number of our pupils do have special educational needs. Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc. we normally put in place do not enable improvement. We have specific plans which help support children's development and speed up their progress.

What kinds of SEND do those children have?

Typically, children with SEND in our school have difficulties with speaking and language, learning generally (especially reading and/or writing), social or emotional development, sensory difficulties with sight and/or hearing or physical difficulties.

How do you know if a pupil has SEN?

Our class teachers closely monitor the progress made by all the children and ask advice from the SENCo as soon as they have concerns about any pupil. The SENCo helps class teachers to plan activities such as small group work or special programmes to help the child. If these activities don't help the child to make good progress, the SENCo might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. The SENCo and class teacher will always meet with parents/carers and together agree what additional SEN support may need to be put in place.

How will I know if my child is receiving SEN support?

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 make better progress.

Where can I find information about the school SEN Policy?

Our SEN Policy will give you the information you need about how we make provision for all pupils with SEN. The policy is available to view in the 'policy' section of our school's website. If you would like to discuss our SEN provision or find out more, please contact our SENCo.

How do you make sure that the SEN support is helping pupils make better progress? How will I know that my child is making progress?

All pupils' progress is rigorously monitored in school by the Senior Leadership Team. Pupil Progress Meetings take place each half term where teachers discuss individual pupils with the Standards Leaders and SENCos. All parents are invited to discuss their child's progress at planned Parent/Teacher consultations.

How do you check and review the progress made by pupils with SEN?

How will I be involved in those reviews? Who else will be there?

Each term all parents who have children with SEN will be invited to take part in a Progress Review Meeting for their child. Depending on the needs of your child will depend on who is involved in that meeting. Sometimes the meeting will be between the class teacher and parent, with contributions from your child, as appropriate. Sometimes the SENCo will lead the meeting. Sometimes it will be appropriate for professionals from supporting agencies to be present to offer advice and/or report back on assessments.

How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn? How can I find out more about what my child is learning at the moment?

- 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 teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted 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. All children in school receive this.
- Your child's teacher will have carefully checked 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 or 1:1 sessions for your child with targets to help your child 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.

Your child's class teacher will give you more information about what the class is learning via the weekly and half term planners issued to the children. There is also additional information about the school curriculum available on the school website. The teachers are always happy to meet with parents to discuss what is being currently taught.

How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?

Ernesford Grange Primary School complies with all Health and Safety laws and requirements to ensure that all those people who use our site are safe. Under the Disability Discrimination Act we have to make sure that all pupils with disabilities have appropriate provision made for them. The LA Health and Safety officer makes termly visits to inspect the site and our school Site Services Officers inspect the site daily as part of their on-going checks and maintenance. Provision is made for any pupil who has particular learning, communication, emotional, social or physical needs so that too can enjoy their school experience in a safe environment.

Is there any extra support available to help pupils with SEND with their learning? How will I know if my child is getting extra support?

All our teachers, HLTAs and TAs are dedicated to supporting pupils with SEND. All classes have the benefit of TA support. Staff are sometimes timetabled to support groups or individuals within a lesson; other times they may be deployed to support pupils in a discrete learning area. The amount of support and the arrangements for that support will depend on the specific needs of the pupil(s) involved and the nature of the support.

Sometimes it will be appropriate for support from outside agencies eg. SEMH and learning, OT, CCT, SALT to work with a child. As part of the consultation and review process, parents should expect to be told by their child's teacher, or the SENCo, what support their child is receiving.

What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?

The school boasts a vibrant Before and After School Club; known as 'Owls'. It operates from 7:30am until the start of the school day, and then until 6pm each evening after the end of the school day. The staff there welcome all children, liaising carefully with parents and SENCo to ensure that all children's needs are met.

Children with SEND are also encouraged to take part in extra-curricular activities, offered within the school. These include e.g.: football, music, film club, drama, and funky dance. Staff leading the

activities will be very happy to discuss with parents how their particular club can be adapted to the needs of each pupil.

How does your school support pupils' emotional and social development?

We work hard to support all pupils' social and emotional needs. Support is given through the teaching of PHSE, through Circle Time and through individual and group activities. Some pupils benefit from specific intervention from agencies such as SEMH and learning, EPS, CAMHS, CCT, or Young Carers.

Who should I contact if I want to find out more about how the school supports pupils with SEND?

The school SENCo is; Mrs Melanie Evans who coordinates the SEND agenda. Mrs Evans has responsibility for a class, but also has an overview of all the provision offered to support SEND pupils. She will liaise with children, parents, teachers, and outside agencies to ensure that support is effective. We also have a Learning Mentor, Mrs Claire Saunders on the staff. Her role will be to support specific children and their families. Both of these members of staff will be very happy to discuss any concerns that you might have and point you in the right direction for support.

How are the adults in school helped to work with children with a SEND and what training have they had?

The school has a school development plan that includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, etc.

Staff will meet to share knowledge, strategies and experience and ensure consistency of the school's approach for children with a SEND.

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 SEMH and learning, or medical /health training to support staff in implementing care plans.

If you would like to hear about current or past training undertaken by school staff, please speak to the Headteacher or SENCo.

The SENCo and teacher work closely with specialists from external support services that may provide advice or direct support as appropriate.

What happens if my child needs specialist equipment or other facilities?

The school will work together with parents, carers, health professionals and educational services, eg Sensory Support, to make sure that the appropriate equipment or aids are made available to your child.

How will I be involved with planning for and supporting my child's learning?

We pride ourselves on our positive relationship with parents and carers. All parents of pupils with SEND will be invited to attend regular meetings (at least termly) to discuss their child's needs and progress. Communication with parents may also be via letter, email, text or telephone in order that information is shared effectively.

Who will help me to support him/her at home?

Support for parents in managing their child's needs will be discussed at review meetings. Also, general courses, drop in sessions or family sessions may be advertised through posters or on the school website.

How is my child involved in his /her own learning and decisions made about his /her education?

All our pupils are able to receive feedback on their learning through discussion with the teacher or through the updated feedback and marking policy. Children are regularly encouraged to comment on their own work, identify areas of development and make improvements. Children are also actively encouraged to share their ideas with their peers; collaboratively learning and growing socially.

Who should I contact if I'm not happy with my child's learning and/or progress?

Your first step should be to make a complaint directly to your child's class teacher or SENCo. If your complaint isn't resolved by the teacher or SENCo you can then ask for a meeting with the headteacher. If this still doesn't resolve your complaint you can follow our complaints procedure (available from the school office). You may also wish to contact the Chair of Governors. Please contact the school for the contact details of the Chair of Governors.

Who else provides services in school for children with SEN or disabilities?

We are pleased to be able to access a range of services in school for pupils with SEND. These include: CAMHS, CCT, EPS, SEMH and learning, OT, SALT, PEDs, Relate, Physiotherapy, Sensory Support, Primary Mental Health Team, Vibes, Young Carers.

How can my family get support from these services?

Some of these services accept referrals directly from parents eg; Relate, CAMHS, Vibes, Primary Mental Health, Young Carers.

Others require the school to make the referral on behalf of the child. eg. SEMH and learning, EPS, SALT.

Please ask one of our SENCos for details if you have a query.

Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

The Coventry Parent Partnership Service will be able to provide you with a comprehensive list of support agencies, professional groups and charitable organisations that may be able to help you and your child.

Parent Partnership Service,
Limbrick Wood Centre,
Thomas Naul Croft,
Tile Hill,
Coventry,
CV4 9QX
024 76694307
email: parent.partnership@coventry.gov.uk

How will you help my child make successful move into the next class or secondary school or other move or transition?

We ensure that all pupils feel comfortable and confident as they prepare to move on to their new class or to their new school. We understand that for some children this transition can bring greater anxiety. For that reason we work closely with parents, teachers and professionals to make the move as smooth as possible. We access the expertise of colleagues from the LABSS Transition Team and CASS who work directly with individual pupils or groups as they prepare for this change.

We liaise with staff at secondary schools including secondary SENCOs, Pastoral Managers and Year Heads to ensure that the appropriate information is passed to them as pupils move to their new schools. Parents will always be helped to make links with their child's new school.

Where can I find out about other services that might be available for our family and my child?

The Coventry Inclusion SEN and Participation section of the Coventry Learning Gateway.