

Canklow Woods Primary

Special Educational Needs (SEN) Information Report.

At Canklow Woods Primary School we have high expectations of all children including those with Special Educational Needs. We are an inclusive school where every child is valued and nurtured to ensure that their individual needs are met and they make the best possible progress during their time at our school.

We understand that problems with learning can be influenced by academic, emotional social, physical and behavioural difficulties and therefore respond to learners in ways which take account of their varied life experiences and needs.

Our School aims to identify these needs as early as possible and provide teaching and learning contexts which enable every child to make the best possible progress. We strongly believe that early intervention is key in tackling educational disadvantage and work in partnership with the child, parents and, where appropriate, other relevant professionals to support the needs of each child.

LOCAL OFFER

Under The Children and Families Act 2014, Local authorities and school are required to publish and keep under review information about services they expect to be available for children and young people with SEN aged 0-25. This is called the 'Local Offer'. A link to our local offer can be found here: <http://www.rotherhamsendlocaloffer.org/>

How do we know if children have Special Educational Needs?

It is important to recognise that children start school with varied experiences and usually need a little time to settle in and engage with new learning opportunities.

Many children with complex needs have these identified very early. Parents and carers may have already noticed that their child struggles in certain areas. For other children difficulties may only become evident as they grow and develop, and as they learn and interact in new and different environments.

The school regularly assesses all children and this will identify children that are making less than expected progress.

Children will be identified as needing extra support if, despite high quality teaching, their progress is;

- significantly slower than that of other children of a similar age.

- Failing to match or better the child's rate of progress.
- Failing to close the attainment gap between the child and their peers.
- Widening the attainment gap.

The class teacher and SENCo will monitor the pupil closely and make observations which will also include discussions with parents, with clear review points. This is referred to in the CoP as the Assess, Plan, Do, Review model.

Who are the best people to talk to if I think my child may have specific/additional learning needs?

The first person to speak to if you have any concerns about your child is the **class teacher**. The class teacher knows your child better than any other adult in school and is always willing to listen to any concerns which you may have.

The class teacher will also raise any concerns they have with you about your child's development. This might be through our regular parent consultation days or before or after the school day. We prefer this discussion to be in person however we are aware that parents are not always able to pick up and drop off at school and in these cases we shall make a phone call to home.

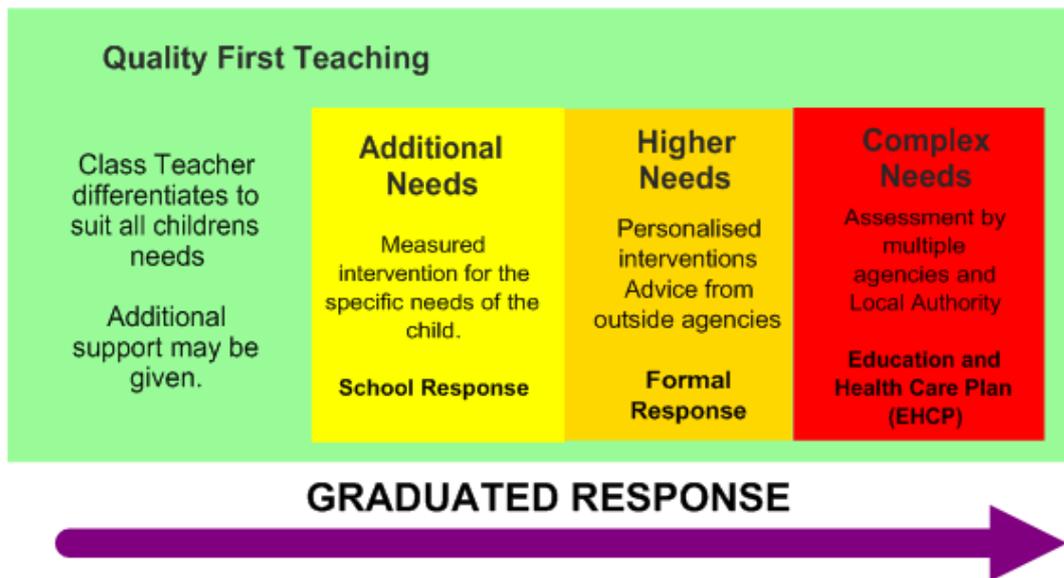
Where appropriate the concern will then be shared with the Special Educational Needs Coordinator, Mrs. Morgan. Further discussions may then take place between all relevant parties to determine the best way forward for your child.

If you are unhappy about the SEN support your child has received you can speak to the Head Teacher, Mrs Rodgers. The school's SEN Governor, Mr Phillip Guillian can also be contacted for support.

For further support then the Rotherham Parent Partnership can be contacted. They provide parents with confidential, impartial advice and information on special educational needs from staff and trained volunteers. Their contact telephone number is 01709 823627.

How do we meet children's learning needs?

The method we use to identify and then meet a child's learning needs follows a graduated approach:



Quality first teaching

Each pupil's education will be planned for by the class teacher as part of quality first teaching. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistants in class.

Additional Needs – School Response

If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, numeracy or literacy skills then the pupil may be placed in a small focus group to meet their needs. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the Special Educational Needs Co-Ordinator (SENCO) to establish the effectiveness of the provision and to inform future planning. We shall monitor children at this point by adding them to our SEN register at the level of School Response. Termly Meetings will be held between parents, the class teacher and the SENCO to review progress.

Higher Needs – Formal Response

If a pupil has higher level needs we shall ask for more specialist advice from other agencies such as Rotherham Learning Support Service, Educational Psychologist, Speech and Language Therapy or Child and Adolescent Mental Health Service (CAMHS). We shall monitor children at this level by creating an individual education plan (IEP). They shall be recorded on our SEN register at the level of Formal Response.

Termly Meetings will be held between parents, the class teacher, the SENCO and any other external support to review progress.

Complex Needs

If a pupil's needs are more complex an assessment of educational, health and care needs may be undertaken by the authority and an Educational Health Care Plan (EHCP) will be written. This is developed in collaboration with the child, family and other relevant professionals

How do we know if the support is working for your child?



We follow the model **Assess-Plan-Do-Review**

The class teacher will continually check and **assess** your child's progress in lots of ways including:

- Regular marking
- Verbal Feedback Conferences
- Questioning
- Maths / Writing workshops
- Written and Verbal tests or 'quizzes'

Various assessment tools are then used to track if pupils are meeting their targets, including Pivats, benchmarking, national assessments and phonics screening. These are used to measure both the progress in class and of interventions.

Once we have a clear understanding of the needs of your child we shall **plan** the most effective provision for them and **deliver (do)** that provision over the school term

The class teacher and SENCO will then **review** the effectiveness of the support during the termly review meetings with you to work out the next steps in their learning.

How will my child and I be involved in making decisions about my child's education?

Every step of the way...

Should we have any concerns over the educational development of your child we shall inform parents or carers as to the action that we are planning to take. If we would like to ask for more specialist external advice then we shall seek the permission of yourselves as guardians first. You and, where appropriate, your child will be invited along to review meetings every term to discuss your child's progress. Although we arrange these more formal termly meetings, the adults working with your child will gladly meet with you at any time during the school year should you have any concerns you would like to discuss.

Children are at the centre of every provision we offer at Canklow Woods. We have regular learning conferences with all children including those with SEN so that they are aware of what they need to do to progress.

What skills, training and qualifications does our staff have to meet the needs of children with SEND?

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 SEND. This includes whole school training on relevant SEND issues. All teachers and support staff are committed to their own professional development and identifying their own training needs via annual staff appraisals.

The Oakwood Learning Community is committed to working together to improve learning for all, and we are able to share resources, training and expertise to meet the needs of learners with SEN.

Some pupils need specific interventions in order to boost their learning on a 1:1 or small group basis. At Canklow Woods we have staff who have been trained on the following intervention programmes:

- Learning Support Programme (Intensive 1-1 maths and literacy)
- Talk Boost (Early language development programme)
- Better Reading (intensive 1-1- reading support programme)
- Numbers Count (numeracy intervention)

In addition, through our close collaboration with the Rotherham Learning Support Service, our staff have received advice on working with children who have dyslexia, dyscalculia, speech and language delay and autism.

Which external support services might we ask to help us support your child?

We have access to a range of professional services, who can advise us on how to meet your child's needs, if specialist intervention is required. These services include:

- Rotherham Learning Support Team
- Rotherham Behavioural Support Team
- Rotherham Autism Communication Team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (based in school weekly)
- Occupational Therapy Service
- Physiotherapy
- Child Development Centre (Under 5's)
- CAMHS (Child and Adolescent Mental Health Services)

Parents may be able to access some of these services through their GP. We will refer to these services in circumstances where we feel more specialised advice is needed a referral will only be made once we have already put school based support in place, reviewed the impact it has had and decided in consultation with parents that a more specialised level of provision is required.

How will you help me to support my child's learning?

The class teacher knows your child best and will be able to suggest a number of ways of how you can support your child alongside set homework activities.

During review meetings Mrs Morgan the school Special Educational Needs Co-ordinator will discuss how to support your child with strategies to use specific to your child's needs.

If outside agencies have been involved suggestions and programmes of study are often provided by them and can be used at home.

The school website can be used to access resources, policies and links that will provide further support as will the Local Offer LINK

What is 'Quality First Teaching' in the classroom?

All children have a right to access quality teaching in a classroom, delivered by a qualified teacher. At Canklow Woods, this means that:

The teacher has the **highest possible expectations** for all pupils in their class.

All teaching is built on what your child already knows, can do and can understand.

Differentiation of teaching methods, outcomes and tasks are in place, so that your child is fully involved in learning in class.

Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.

Adaptations are made to ensure that your child can access every learning opportunity, for example seating positions, adaptations to visual displays or allocated specific resources and prompts.

What support is available for my child's overall well being?

Safeguarding children is our utmost priority and we are strongly committed to ensuring that this includes protecting their emotional wellbeing.

At Canklow Woods we are extremely proud of the pastoral care and support that we offer to both pupils and their families. We have 2 full time, highly experienced, Learning Mentors who work closely with children and their families who may be experiencing emotional difficulties. Personal, Social, and Health Education (PSHE) is an integral part of our core curriculum, delivered sensitively not only in our classrooms but also as a whole school ethos through assemblies and focus groups. Our Learning Mentors also have access to other outside agencies who they will be able to liaise with to support children or families in crisis.

We aim for all children at Canklow Woods to be kind, responsible and respectful members of our school and the wider Canklow community. We have a zero tolerance to bullying, our Bullying Policy can be found [here](#)

At Canklow Woods Primary we ensure that every child is able to take part in curricular and extra curricular activities. Should your child need extra support or resources to access these activities, provision will be made on an individual needs basis.

How will my child's medical needs be met?

- If a pupil has a medical need then a Care Plan is compiled with support from parents and in consultation with medical practitioners where appropriate. These are shared with all staff who work with the pupil.
- All members of staff have basic first aid training which is updated every three years. The date of our last training took place at Whiston Worrygoose Junior and Infant School on Monday 5th January 2015.
- EYFS staff receive Pediatric First Aid Training in line with national requirements
- Epi pen training is undertaken by all staff on a two year basis
- Where a child has specific medical needs additional staff training with be arranged in consultation with the relevant professional

12. How accessible is the school environment?

Our school was newly built in 2009 . The building and grounds are on a single level with wheelchair access throughout. A detailed accessibility plan can be found here

How is information about my child shared?

The details of the learning needs of your child are shared on a need to know basis. This may include the SENCO, Class Teacher and any other adult who is working with your child and needs to be aware of their needs. Each child on the SEN register has an individual file which is stored in a locked cabinet in our SEN Office. In this file we store copies of the minutes of any review meetings, letters or documents from external agencies, Individual Education Plans, Provision maps and a diary of intervention. Your child's class teacher and SENCO can access these files. Information is shared with adults working with your child in arranged meetings, we respect the privacy of every child and we do not discuss their needs in an open environment. All of the staff at Canklow Woods Primary School have signed a Professionalism Policy which can be found here. If we need to send e-mails to other professionals about your child, for example an upcoming appointment, we refer to your child by their initials.

How do support your child when they are leaving this school, starting this school or joining a new 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.

If your child is joining us from another school your child will be able to visit our school and stay for taster sessions, if this is appropriate. Our SENCO will liaise with the SENCO at your child's current school to discuss the best way to meet their learning needs. If appropriate a key member of staff will visit your child in their current setting.

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.
- Whenever possible visits will be arranged to the receiving school for your child, prior to the move.
- 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.

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. IEP s will be shared with the new teacher.
- During the final weeks of the school year your child will visit his/her new class on at least two occasions in order to become familiar with new staff and classmates.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time

Resources may include deployment of staff depending upon individual circumstance

Complaints procedure and Contact List

If you have any concerns relating to the schools provision regarding the SEND provision for your child please speak to the Headteacher/SENCO or SEND Governor. We aim to resolve any concerns parents have in person.

Please see our complaints policy for further information

School Telephone Number : 01709 828405

SENCO : Mrs Annie Morgan cwpamorgan@rgfl.org

Headteacher: Mrs Sue Rodgers cwpsrodgers@rgfl.org

SEN Govenor: Mr Neil Bowler cwpnbowler@rgfl.org

This page will be updated at least annually as we review the service that we expect to be available to children and young people with SEND in accordance with the Equality Acts 2010 and the Children and Family Act 2014.

The school's Local Offer identifies how different schools in the Local Authority aim to meet the needs of SEND pupils as determined by the school policy and the provision that the school is able to provide. The link to the Local Offer can be found here: <http://www.rotherhamsendlocaloffer.org/>