Fleecefield Primary School SEND Information Report 2021-22

All children have a human right to be educated alongside their peers. At Fleecefield Primary School we are committed to meeting the needs of pupils with Special Educational Needs so far as is reasonably practicable and compatible with the efficient provision of education for other pupils. In meeting our responsibilities we have due regard to the Special Educational Need and Disability code of Practice: 0 to 25 years (Jan 2015) and the Equality Act, 2010.

Special Educational Needs at Fleecefield comes under the heading of 'Inclusion'. By 'Inclusion' we mean that we want our children to grow up to be confident, independent members of our society. We want them to be adults who are able to work and contribute more widely to their society.

We know that some children will manage this with just the everyday provision we make for all children in our school. We also know that some, who may have the same potential, have periods where they find the work and their studies difficult and they will need some extra help to succeed.

While children need extra help to succeed alongside their peers we say that they have Special Educational Needs. For as long as any of our children have difficulty we will try to put in the support they need to make progress in their learning.

Some of our children who have had a Special Educational Need can catch up with or even overtake their peers and we know they no longer need support. Some children continue to need support throughout their secondary school education. Our aim is to provide whatever each child needs at each stage.

Contents Page

	page numbers
What do we mean by special educational needs?	3
What type of school we are	3
Our Ofsted rating	4
How we know if a child has special educational needs	4
Common barriers to learning in our school	4
What we do to help children with special educational needs	4-7
How we adapt our teaching for children with special educational needs	7
How we decide what resources we can give to a child with special educational needs	7-9
How we check that a child/young person is making progress and how we keep parents informed	9
Support we offer for children's/young people's health and general well-being	9
Looked after Children and SEND	10
PPG and SEND	11
Specialist external services we use when we think extra help is needed	11-13
The training our staff have had or are getting	14
How we include children/young people in activities and school trips	14
Our school environment	15
How we prepare for children/young people joining our school and leaving our school	15
How parents are involved in school life	16
Who to contact for more information or to discuss a concern	17
Who to contact to complain	17

What do we mean by special educational needs?

The terms 'Special Educational Needs' and 'Disability' can be very worrying to parents. Please rest assured, most 'Special Educational Needs' are temporary or can be overcome with time and the right support. Since the publication of the Disability & Discrimination Act (2005) there has been a duty on schools to ensure that a child's disability does not stop them joining in with all the same activities as their peers in school.

There are formal definitions of Special Educational Need in the Special Educational Needs Code of Practice (available from: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and of Disability in the Equality Act 2010.

Broadly, a child has a special educational need if they need some extra support or equipment to be able to do the work that the other children are doing in class. This may be anything from a pencil grip to make writing easier to support from an additional adult. Many children will overcome their difficulties with the right support. The most important thing is to put the right support in place as early as possible.

At Fleecefield, identifying a child's 'Special Educational Needs' is the first step in ensuring that they overcome their difficulty. With an open partnership between parents/carers, school and our children we can work effectively to make sure each child makes the progress they are capable of.

Because of the importance of early intervention it is essential that parents and carers do not see the terms 'Special Educational Needs' or 'Disability' as labels that mark out their children as less able or less valuable than others. At Fleecefield we work with each child as they are now. We do not set limits on what we think they can achieve in the long term.

What type of school we are

Maintained Primary School. We have 450 places for children from 3 to 11 years of age.

We cater for a range of special educational needs. In our school there are children with learning difficulties, hearing and visual impairments, social and emotional difficulties, language disorders and delays and a range of physical disabilities.

Our Ofsted rating:
Requires improvement.

How we know if a child has special educational needs

At Fleecefield we constantly monitor the progress of our children. It is often at our regular progress meetings that concerns about individual children become clear. Concerns about children who may have difficulties with their learning are reported to one of our Inclusion Team. These may come from progress meetings, teachers, teaching support assistants or parents. If you are worried about your child please talk to your child's class teacher and discuss whether to make an appointment to meet with one of the Inclusion team. Your child's class teacher will advise you which. There is an opportunity to make an appointment with one of the team members at every parent consultation evening.

The members of the Inclusion are Louise Max, AHT for Inclusion, Michela Bishop, Assistant SENCO/SEND teacher, and Carol Mashini, SEND teacher.

Common barriers to learning in our school

The most common barrier to learning in our school is Speech, Language and Communication Difficulties – a difficulty with understanding language or in expressing thoughts clearly. This can range from children who understand and know what they want to say but may have difficulty making certain sounds clearly to children with autism some of whom may not be able to use language at all.

Our second largest group is children with Social, Emotional and Mental Health difficulties. These may range from children who lack the confidence to tackle work without lots of encouragement and support to children who struggle to cope with challenge or disappointment without resorting to violent or abusive behaviour.

Difficulties with learning and linking parts of their learning characterise the third largest group. This might range from delays in reading, writing or maths to a global developmental delay.

The smallest group of children with SEN/D in the school is those with physical disabilities, including Cerebral Palsy and Hearing and Visual impairment.

What we do to help children with special educational needs

Class teachers are the first people with responsibility for children with special educational needs. They will coordinate with you as parents /carers, with your

children and with the Inclusion Team. In order to support our children with Special Educational Needs or Disability (SEN/D) we have a range of strategies and resources that we employ.

As part of whole class learning:

First and foremost children are supported with teaching and activities planned by class teachers which address the needs of all the children in each class. This is Quality First Teaching. If your child is having difficulty with the work the class is doing their teacher may provide work which addresses the same area (reading comprehension, addition) but where the work is made easier in some way (an easier text, less complex questions or smaller numbers), or they may provide extra teaching time during assembly, at playtime or lunchtime to help out or they could provide homework to help address the area. Sometimes extra equipment or simply sitting a child closer to the teacher may be enough.

Sometimes children may have home/school books to aid communication between home and school and have a regular discussion with a member of the school staff.

In small groups:

Some children have longer periods where they find it difficult to work at the level and the speed that other children in their class are managing. For these children, Support Teachers and Teaching Support Assistants work with small groups of children. These children then benefit from a focused series of lessons to help them access the curriculum at a level which suits them. Often a period working in such a group allows a child to catch up with the rest of their class and to work successfully in the main class.

More formal support – the Individual Education Plan (IEP):

If a child has had support and continues to have difficulty working at the same level as their peers, a teacher or a parent may contact one of the members of the Inclusion Team to discuss whether that child should have an Individual Education Plan (IEP). This involves a meeting once per term between the teacher; the parent/carer and, if appropriate, the child, teaching assistant and the Inclusion Team. At the meeting, the child's strengths and areas for development are discussed and targets and strategies are agreed for all to support the child with for the coming weeks. A large number of children who have an IEP during their time at Fleecefield no longer need one by the time they leave.

Using Experts from outside:

Sometimes children continue to have difficulties in spite of extra support. Sometimes the staff at school or a parent may identify a particular difficulty that is presenting a barrier to a child's learning. This difficulty may be one that our staff

are not qualified to assess or to tackle without advice.

In this situation, the school may need advice from an outside expert to help us provide what your child needs.

There is a list of the outside organisations with whom we work in the section titled **'Specialist External Services we use when we think extra help is needed'.**

Additional Resource Provision and Education Health and Care Plans:

Most children make rapid progress once strategies have been identified by an outside expert and may be discharged after a while. Other children may continue to struggle even after strategies identified by experts are put in place. In these cases it may be necessary to consider whether to ask for a place for your child at one of the borough's specialist centres at an Additional Resourced Provision School (ARP) or apply for an assessment for an Education, Health and Care plan (EHCP).

About ARPs and EHCPs:

ARP's – 'Additional Resource Provisions' - are centres of excellence based in mainstream schools. In Enfield there are schools which host ARPs for Autism, for Speech Language and Communication Difficulties, Hearing Impairment and Complex Needs. Children are generally referred to these resource bases by the SEN panel following an application by the school which must be supported by the child's parents. Children may get a full-time or part-time place. If they have a part-time place they will attend the ARP for part of the week and their usual school (Fleecefield for our children) the rest of the week.

EHCP - an 'Education, Health and Care Plan' - these plans will only apply to a very small number of children (about 2 out of every 100). The EHCP will state what extra support a child is entitled to in school. It will also state what medical support or what help from Social Care the child should receive. Support detailed in the EHCP becomes the child's legal entitlement. These plans will be reviewed every year and, if the young person needs it, they will last until they are 25 years old; 4.5% of children at Fleecefield have an EHCP.

Assessment for EHCP/ARP:

If you and the school agree that your child may need an EHCP or a place at an ARP, we will write a request for statutory assessment which details what we know about your child, their history, their strengths and their areas for development. This is sent to the Local Authority's SEN panel who decide whether there is enough evidence for them to ask for an assessment.

If assessment is agreed, the borough will ask for advice from parents, school and any professionals that are working with the child. Once they have gathered this

advice the SEN panel will decide whether an EHCP or a place in an ARP is appropriate. If it is agreed that your child needs extra support the Local Authority will decide what it feels is needed and put this into an Education Health & Care Plan for your child or offer your child a place in an ARP. You will be able to comment on whether you agree with the support written into the plan. Any support detailed in an EHCP has to be provided. The plan ensures continued support for your child in any educational setting for as long as they need it or until the age of 25.

How we adapt our teaching for children with special educational needs

If your child has difficulty accessing the curriculum, their teacher will plan differentiated tasks which will usually address the same areas as the work being done by the rest of the class but will be adapted to the level at which your child is working.

Sometimes the adaptation will be for the child to do some easier questions or to be expected to manage fewer. Sometimes the approach to the task may be adjusted. They may be set to work alongside a child who is more confident; they may work in a small group with adult support; a child who finds writing very difficult may be expected to type or to dictate their work; the child may be guided to use extra resources to help.

Our aim is to ensure that all our children can succeed in the tasks they are set. By allowing children to practice skills at an appropriate level we enable them to build confidence and to reach the next step in their learning.

How we decide what resources we can give to a child with special educational needs

The resources we can allocate to any child depends on what is available, the level and the nature of a child's need and whether the child has individual funding, for example, pupil premium, pupil premium plus and/or 'Education Health and Care' plan. In general, children who do not have an EHCP will be supported in one or more small groups mainly within the classroom and occasionally be withdrawn from class. All adults running groups report on the progress of the children in their groups. If most of the children in the group have made good progress then we know that it is worth keeping up. Where support does not appear to be working for a group of children or for an individual child, we will consider what steps to take next.

If a child has an EHCP we carefully consider how the funding should be best used to meet the child or young person's outcomes instead of routinely allocating a 1:1 TSAs to them. This may include training for staff working with the child or young person, educational resources that will enhance the accessibility of the curriculum

and/or more specialised teaching support for group interventions. Social skills are a very important part of what children learn in school and we know that having an adult with a child all of the time can interfere with developing these skills.

The landmark study on the Deployment and Impact of Support Staff by Blatchford et al. (2009) found that that the more individualised support a child or young person was given by a TA/LSA, the more likely it was that they would not make as much academic progress as someone similar with little or no support. This was not due to the quality of the TA/LSA but as a result of systemic factors associated with the way in which TAs/LSAs were deployed by schools, their practice and preparedness. The study also found that lower attaining pupils were routinely taught for much of their time by TAs/LSAs, not teachers and as a result they had more contact with support staff and less interaction with teachers. This means that support staff were providing alternative, rather than additional, support and therefore that TA/LSA supported pupils become separated from teachers and the curriculum.

The findings from studies investigating the impact of TAs/LSAs with pupils in interventions is more favourable. Alborz, Pearson, Farrell and Howes (2009) shows that studies investigating the effect of support staff when they are prepared and trained for specific curricular interventions (most studies have been in the area of literacy), with support and guidance from the teacher and school about practice, tend to show positive effects on pupil progress. Furthermore, Blatchford, Russell and Webster (2012) found that TAs/LSAs Good Practice Guide for Schools for using EHCP funding running targeted intervention programmes for literacy or numeracy had a significant impact on attainment and suggest that small groups removed from their class for a specific amount of time, focusing on a specific area can improve progress of pupils by almost 50%. It is essential to remember that overreliance on TSAs to support the most disadvantaged whether socially, emotionally or academically, is likely to have a detrimental effect on outcomes due to assigning the least qualified staff to the most complex learners (Giangreco, 2013).

In most instances it is unlikely that a 1:1 TSA will be necessary to meet a child or young person's special educational needs. However, there may be some cases where there is a high level of physical need, attachment and/or safeguarding need which will require higher levels of staffing. Children and young people who have experienced developmental trauma, had disrupted attachments and/or have severe communication needs may need the opportunity to develop attuned relationships within the classroom setting. For these children and young people, it is recommended that a close relationship with one or two consistent TSAs is encouraged. It is important that our staff understand that the children or young people may need to go back to a dependent relationship before they are able to

develop the independence that we are working towards.

Decisions about support are made in response to evidence in the form of concerns from staff, parents or children themselves, from progress data and information about progress in intervention groups and current research. If a child seems to be falling behind their peers, their teacher will be the first to arrange support. If necessary they will involve one of the Inclusion Team. We encourage parents to talk to their children's class teacher if they have any concerns about their child. It is also very important to let your child's teacher know if anything has happened away from school that might make it difficult for the child to learn. For instance the loss or illness of a pet or a relative, family breakdown, or some other event that might have upset them.

You will normally be informed about any extra support your child is receiving, if possible before it is put in place, or at the next parent's consultation evening.

Your child's progress will continue to be monitored termly by their teacher, any other adult working with them, and the senior leadership team (the Head teacher, Mrs Goldwater; the Deputy Head teachers, Mrs Bryant and Ms Lafferty and the Assistant Head teachers: Mrs Max and Miss Mourat.

How we check that a child/young person is making progress and how we keep parents informed

We monitor children's progress at specific progress meetings with teachers led by a member of the Senior Leadership team.

The progress of children in support groups is monitored regularly by the Senior Leadership team and by phase leaders (these are teachers in Nursery/Reception; Y1/Y2; Y3/Y4 and Y5/Y6 who take the lead for their part of the school).

Where children have extended absence due to illness we coordinate with the Enfield Home and Hospital Outreach Service or the relevant hospital school. Children who will have short stays at hospital or at home due to ongoing conditions may have work sent home which is related to what their classmates are doing.

You will be kept informed about your child's progress through parents evening consultations. If your child has an Individual Education Plan, you will also be invited to a meeting each term where you, your child and your child's teacher will be able to discuss their progress and decide the targets in the plan. Children who have an Education Health and Care Plan will also have a special meeting with their teacher and carers to discuss this plan every year. Often Year group teachers offer a selection of after-school sessions on supporting children at home.

Support we offer for children's/young people's health and general well-being

At Fleecefield we are committed to ensuring our children make a positive and healthy a start in life. We are recognised as a 'Healthy School'.

We have a Sports coach who works with classes from Nursery to Y6 and runs after-school clubs and lunchtime activities.

Usually our after-school activities include: football, netball, gymnastics, art, choir, Glee Club, Turkish club.

Children who regularly need to take medicines will have a Care Plan which parents /carers will draw up with Mrs Fletcher, the Welfare Officer. All medicines are carefully monitored and recorded. In addition we have close working relationships with the School Nurse Team, the Hearing Impairment team, Paediatric Occupational Therapy and many other health care professionals.

The school focuses each week on an area from the social & emotional aspects of learning through weekly class talk time sessions. In January 2021 we have introduced the Relationships and Sex Education Curriculum (RSHE).

We have a number of ways of supporting children who have difficulties managing their behaviour. We have a Nurture group which supports children in KS1 in a small group with two adults. The Nurture group comes with 3 days a year's support from health professionals including an occupational therapist and a speech and language therapist. The 'graduates' of the Nurture group consistently show marked improvements in their progress in school.

Children finding it difficult to manage their behaviour may be supported with a behaviour plan, a Pastoral Support Plan or by the borough's Strengthening Well-being, Emotional Health, Relationships and Readiness to Learn Team (SWERRL) who will develop a Personal Support Plan which identifies targets and ways to achieve them. And finally, if we are failing to support your child through any of the other routes we may refer to Child and Adolescent Mental Health Service, an expert provision.

Attendance at Fleecefield is monitored by one of the Deputy Head Teachers. She works closely with parents and the Educational Welfare Officer to ensure that our children are in school as much as possible so that they make the best of the opportunities it presents.

Looked after Children and SEND

Children who are looked after and who have SEND are supported through IEPs which are reviewed termly, with them where possible, and with Personal Support

Plans which are agreed at a meeting to which all the agencies working with the child are invited. Additional provision currently being made by the school includes subsidised access to after-school clubs and additional tuition. .

PPG and SEND

PPG stands for Pupil Premium Grant and 39% of children in Fleecefield receive this and approximately 50% of our SEND children receive this grant. One of our school actions is to ensure a rapid and sustained improvement in the attainment and progress of our Pupil Premium children.

Specialist external services we use when we think extra help is needed

Some of the external agencies we work with are organised by Enfield Local Authority, some are part of the NHS and some are voluntary.

All of them need a referral form to be completed before they will consider working with a child individually, though some may be able to give general advice without a referral. Most agencies working in Enfield have their own referral form and the school can refer your child directly to the agency.

The main external agencies with which we at Fleecefield work are:

Educational Psychology – Our main Educational Psychologist is Emma Stacey. She will have an initial consultation with the teacher, one of the Inclusion Team and the parents to discuss your child's strengths, difficulties and needs and may observe your child. She will help the school put a plan in place, suggesting strategies and recommendations and will review the progress at a later date. She may use a range of cognitive tests to discover areas of strengths and areas for development for your child. Any child who is put forward for an EHCP must have been seen by an educational psychologist first.

Speech and Language Therapy Service: The speech and language therapist will assess a child to identify problems and solutions around the child's ability to: say words clearly (articulation), their ability to understand what is said to them (receptive language); to say to others what they are thinking (expressive language) or to develop friendships and play (social communication).

Occupational Therapy – Some children have difficulty with moving around the school or home, with coordination or with organisation, this may mean they have difficulties with: handwriting, sitting still, concentration or getting out the right equipment for a task. The Occupational Therapist will assess a child to see whether there are any areas of concern and will then provide school and parents with a programme of activities that will help to address a child's needs. Usually children are seen by the Occupational Therapist at a clinic first. The OT will then

visit the school to make sure that adults know how to support your child with any programme they give.

Physiotherapy – Some children, due to illness, injury or other cause may need support to make the best of their ability to move. A physiotherapist will work with identified children, providing specific exercises for the child to do at home and sometimes at school. The Physiotherapy Service also oversee Tiger Team which is a group led by our trained Teaching Support Assistants to help children who find coordination difficult. Like OT, children will usually see a physiotherapist in clinic before they have monitoring visits in school.

Behaviour Support Service (SWERRL) – Some children have difficulties managing their emotions or behaviour. At Fleecefield we are very good at helping children with these problems but sometimes we need further advice. If the difficulties are causing such problems for the child that they are in danger of being excluded, the Behaviour Support Service may be contacted. BSS have a team of dedicated Teachers, Teaching Assistants and Educational Psychologists who can work with whole classes, small groups or individual children to help them develop strategies for managing their behaviour with the support of the school and their families.

Child and Adolescent Mental Health Service (CAMHS) – Some children have difficulties managing their emotions or behaviour that do not respond to the strategies of the school. It may be that their behaviour is caused by high levels or anxiety or distress which a qualified expert will be able to address. In such cases we can refer the child to CAMHS. Here an expert who may be a Psychiatrist or a Psychotherapist will work with the child and often with parents or the whole family to help resolve any issues that are interfering with the child's ability to cope in school.

DAZU is a registered charity which provides recreational and educational activities for children in Enfield. They run the 'Young Carer's Project' for Enfield and provide counselling services to children. Children may be referred by schools, parents or may refer themselves.

Enfield Parents and Children are based at Community House on Fore Street. Their job is to support parents in getting what they need for their children. EPC have been very helpful to families at Fleecefield. They can also help families when there are disagreements about the amount of support a child with Special Educational Needs should get. They can also organise counselling and support with parenting skills and provide our school with child counsellors.

Russet House Outreach provide information and advice for teachers and parents of children with Autism.

West Lea Outreach provide information and support for teachers and parents with

severe learning difficulties

Waverley Outreach provide information and advice for teachers and parents of children with profound and multiple learning difficulties.

Joseph Clarke Foundation provide support for children with visual impairment. They will come in and advise teachers of visually impaired children about any special measures they need to take to ensure the child can access the curriculum.

Specialist Service for Hearing Impaired Children provide monitoring advice and support in ensuring children with hearing impairment get proper access to the curriculum.

The School Nursing Service work with children, young people and their families providing support and advice on various health and development issues; provides immunisations in school and assists with infectious outbreaks and trains school staff in supporting children with medical conditions.

Child Development Team are based at Cedar House they are responsible for assessing and supporting children who may have delayed or unusual development.

Social Communication Clinic is a part of the Child Development team with particular responsibility for diagnosing and supporting children with Autism

Joint Services for Children with Disabilities, the Joint services provide a combination of Social care and medical support for children with disabilities.

Social Care who support families and children who may be at risk due to illness, disability or other cause. The can provide support for short breaks for children with disabilities and may be able to find funds to support families in bringing up children with disability..

We have a team of Teaching Support Assistants who are trained to deliver Tiger Team (gross and fine motor skills intervention). We also have a growing team of Teaching Support Assistants who will act as experts in Speech and Language, Autism and who will provide interventions in Key Stage 1 (Y1 & Y2) and Key Stage 2 (Y3 to Y4).

The training our staff have had or are getting

Our teachers and teaching assistants are continuously training. Each week Teachers and Key workers have an evening training session. The whole staff benefit from training sessions on the 5 'Teacher Availability' Days (INSET).

The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of children including those with Special Educational Needs or Disability.

In addition members of staff attend training from a wide range of bodies outside the school.

During 2015-2016 and 2016-17 all staff attended a series of training sessions on Understanding Challenging Behaviour delivered by the Behaviour Support Service.

Since 2016 the school has been involved in a speech and language project which has been part funded by the Edmonton Community Partnership. The aim of this project is to equip staff with the knowledge and skills to work with children with speech, language and communication needs (SLCN) confidently, in order to enable children to make academic progress and to implement a system which promotes review and sustainability. All staff had in-house training from a Speech and Language Therapist on the following subjects: Identification and Screening of Children with SLCN; Communication Friendly Classrooms; Vocabulary Development; Blanks Levels of Questioning. As well as training, we have had support on the setting up, monitoring and assessing of language groups.

The Inclusion Team regularly attend training for SENCOs / Inclusion Managers on matters affecting the education of children with special educational needs.

Our Nurture Group team have training sessions with their colleagues across the borough.

Our Teaching support assistants are trained to deliver a range of interventions to support children from Nursery to Y6 with, amongst other things Reading, Writing, Maths, Speech and language development, Motor co-ordination.

Organisations providing training in the school include the Educational Psychology service, The Mainstream Speech and Language Therapy Service, the Paediatric Physiotherapy service, the Paediatric Occupational Therapy Service, the Behaviour Support Service, and Borough advisors for curriculum areas Maths and English.

How we include children/young people in activities and school trips

All of our after-school activities and school trips are open to all children. If necessary we will ensure extra adults accompany children who need additional

support.

Where we are aware that one of our children may need extra support or a different approach to enable them to access a trip we will discuss appropriate arrangements with their parent or carer.

Our school environment

Our school site is accessible to users with mobility difficulties; we have ramps to raised doorways and a lift between the floors. We have an Accessibility Plan which is reviewed each year to make sure that the needs of all our stakeholders are taken into account.

For Hearing-impaired children and adults, one classroom in each year group and both halls are equipped with sound field systems which allow the teacher to wear a microphone from which their voice is amplified through speakers in the room.

We have two Disabled toilets, one near the main entrance to the school next to the Headteacher's office and one in our medical room.

For visually impaired users we have coloured stripes on steps/ boundaries and signage in large letters. We will adapt texts for visually impaired children by increasing the size of letters. We can also provide coloured overlays to help children who have difficulty with visual stress with their reading.

Special equipment for individual children will be supplied from the school's resources if possible, in other cases we are sometimes able to access funding from local grant-giving bodies, or specific funding may be allocated as part of a child's EHCP.

How we prepare for children/young people joining our school and leaving our school

Children entering our Early Years classes (Nursery and Reception) first have a home visit from two of our staff. During this visit the staff will meet your child and talk to you about their strengths and needs.

After Home Visits all the children are invited to a "Stay and Play" session where they will experience our Nursery during the half-term before they are due to start.

While the majority of the Nursery is morning part-time, Reception provides full-time education to the children. To help SEND children manage the transition, the first few weeks of the new school year, some children attend part-time until they are ready to manage a whole school day.

Children beginning school after Reception will have a meeting with their parents and a teacher from the school. Here, routines and expectations are explained and parents have an opportunity to tell the school about their child. Often it will be

possible to introduce your child to their new class or teacher as part of this visit.

If appropriate, a member of the Inclusion team will visit your child in their child in their current setting.

Once a child begins at school they will normally be given a ‘buddy’ who for a short time will help them to find their way around the school and become familiar with school routines.

At the end of each school year we have a few days of ‘Early Risers’. During this time children go to work in the classroom with the teacher and children in their new class for the following school year. This allows adults and children to get to know each other during the Summer so that they can start the new school year already familiar with each other.

During Y6 children have a range of activities to prepare them for the greater independence that will be expected of them when they move to secondary school.

We usually have ‘Success Club’ in Y5 and Y6. The purpose of this training is to encourage the children to develop the self-confidence and self-discipline to make choices in their lives which will help them to succeed and to contribute to our society.

When children move to secondary school their teachers and where necessary the Inclusion Team complete a form providing information about them to their new school. Where children have EHCPs, we invite a representative from the secondary school’s Inclusion team to attend the Annual Review of the child’s statement / EHCP and help to draw up their first IEP for secondary school. If there is particular information that you feel your secondary school will need in order to support your child, we will help you in finding out how best to communicate it to them.

How parents are involved in school life

While we are responsible for your children during the school day, you know them best and spend the most time with them. As such we value your knowledge of your children and aim to work cooperatively with you to make the best of their time in school.

To enable parents and carers to keep in touch with staff, members of the Senior Leadership Team are at the school gates at the beginning and end of the day. This provides an opportunity for brief exchanges, but longer discussions can also be organised by contacting the office to make an appointment.

At the end of each day, teachers bring their children to the playground and are available to talk to carers picking up their children. Again, if you need to have a longer conversation this can be organised through the office staff.

As well as these day-to-day arrangements, there are 2 parent consultation sessions in a year; in the Autumn and Spring terms. The first is an opportunity to meet and discuss how your child has started the year. The second is a chance to discuss the targets identified for your child in their report. A Summer term 'Open Afternoon' provides a chance to meet the new teacher.

Parents and Carers of children with IEPs are always invited to discuss targets for their children at IEP reviews which normally take place 3 times during the year, once in each term. Where possible we will arrange for interpreters at parents evenings.

The school maintains a website which informs parents and carers about developments in school. Each year group has their own curriculum web page which informs parents on a termly basis about the areas to be studied that term and providing suggestions about how to support children in their learning.

Weekly homework is now set on Google Classrooms.

Who to contact for more information or to discuss a concern

The first person you should talk to if you are concerned about your child is their Class Teacher. They will make an appointment to meet with you at a time where you will be able to talk without interruption.

If you feel you would like to talk to one of the Inclusion Team, this is usually best done along with your child's class teacher. If you tell your class teacher he or she will set up an appointment when one of the lead teachers can attend.

Who to contact to complain

There is a COMPLAINTS PROCEDURE which can be downloaded from the school website or which the office can provide. This details the procedures that we follow when people are concerned about the way the school has dealt with any issue.

If you are concerned about a decision or an action taken by a member of staff it may be easiest to discuss it with them directly. If you do not think this is appropriate, or you have tried and do not feel that you have had a satisfactory response, your complaint should be taken to a member of the Senior Leadership Team. The staff in the office will help you to organise this.

If this does not resolve the issue we will be able to advise you as to what the next steps are to pursue your complaint further.

Date of this document

Our offer to children with special educational needs and disabilities was co-produced by parents, governors and staff. It was reviewed in December of 2021. It will next be reviewed in the Autumn of 2022.