



Congerstone Primary School



Inspiring  each other to achieve  success .

Special Educational Needs and Disabilities Information Booklet



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What are special educational needs and disabilities (SEND)?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability can affect a child's ability to learn. It can affect their behaviour, confidence and self-esteem, social skills and academic learning and progress.

For example: a child with Attention Deficit Hyperactivity Disorder may struggle to sit still or concentrate for long periods of time. A child with Autism can struggle to make friends or see things from another's point of view. A child with Dyslexia may have reading problems or struggle to spell words correctly.

SEND may also affect a child's physical ability.

The broad areas of special educational needs and disability that we support in school are:

- Cognitive and learning difficulties
- Speech and language difficulties
- Social, emotional and mental health difficulties
- Physical and sensory difficulties.



Our aims for pupils with special educational needs

Our aim for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them.

We are an inclusive school that welcomes and celebrates diversity. All staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We value social, emotional and mental health development and this is central to our provision.

We have a very caring and understanding team of trained staff, including an Emotional, Literacy, Support Assistant (ELSA) in school.



How do we involve parents, carers and families?

All parents are actively encouraged to take part in the school community, through assemblies, open evenings, open classroom events, school visits, celebrations and the events organised by the PTA.

We are a friendly and approachable school, who value partnerships with parents.

Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services.

Our view is that you are the expert on your child's needs and for that reason we will encourage you to be fully involved in producing profiles, reviewing and setting outcomes for your child.



How do pupils participate?

We listen to our pupils and enable them to be active participants in their learning.

We encourage them to evaluate themselves as learners and express opinions and make choices.

All of our SEND pupils have pupil centred passports that are produced in conjunction with the pupil and family which enable them to identify their strengths and weaknesses, ways of learning best and what support they may need.

We have pupil centred reviews that allow us to capture the views of your child. Your child will have a role in the preparation for these meetings.

The pupil's voice is greatly encouraged and highly valued.

I am really proud of my learning!

I work really hard to achieve my targets on my pupil passport.



What is our approach to teaching?

We are a dedicated team of teaching staff at Congerstone who are supportive, nurturing and very approachable. Every member of teaching staff views themselves as teachers of SEND. As a school, we are continually reviewing and developing our training needs to ensure all pupils are fully supported by designated staff with specific expertise. We are inclusive and understand the need for adjustments and additional support in class for some pupils.

What school policies do we have?

The school has a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place.

<https://www.congerstone.leics.sch.uk/wp-content/uploads/2019/06/SEN-Policy-May-2019.pdf>

Additional policies, including our PSHE and Citizenship policy and Spiritual, Moral, Social and Cultural Education also outline how we aim to support pupils with additional needs and can be found on our policy section of the website.



Our School Procedures

Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision.

Identification: This could be from concerns raised by pupils, parents and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified. The stages include:

Early Response Stage: Where your child's teacher will work with you to develop an understanding of your child's profile and potential additional needs. They will discuss what adjustments and provision can be made in class.

SEND Support Stage: Where the class teacher will work with you to provide a 'Pupil Passport' for your child to identify their specific areas of need. We will look at the outcomes for your child and the support that can be put in place to support them. Your child will have targets that will be reviewed with you termly. Where an outside agency is involved with your child, specific targets related to their need is included in their termly 'Pupil Passport' targets.

Education Health and Care Plan (EHCP): If your child has more complex and enduring needs, or remains significantly behind, then a request for 'statutory assessment' can be made. If an Education, Health and Care plan is agreed then your child is likely to have more specialist provision and additional adult support. You will also have person centred review meetings each year to talk about their achievements and progress, and what is working and isn't working well.

Find out about our graduated approach in the SEND policy on our school website.



How do we assess and review progress?

Your child's progress will be reviewed with you at their review meeting. This takes place towards the end of each term. You will receive a letter of invitation for this. At the meeting we will review your child's progress based on their targets that term. We will also discuss and agree future targets to develop their learning further.

What support
will be put in
place?

What progress
has my child
made?

What does
my child need
to do next?

Measuring effectiveness

We track the progress of our SEND pupils, and evaluate their SEND provision, very carefully. We look at how well they are meeting objectives and how well support is meeting needs. We use test and assessment data to help us measure progress. Our Headteacher and SENDCO work alongside all staff to undertake purposeful monitoring of all of our SEND procedures and provision to check its effectiveness. This includes carrying out 'drop in' sessions during lessons, looking at work in books, and discussions with pupils.



Supporting pupils transferring

How will the next school know about the needs of my child?

We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with other schools and agencies to ensure as smooth a process as possible.

We can arrange additional support for their high school transfer such as extra visits.

If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

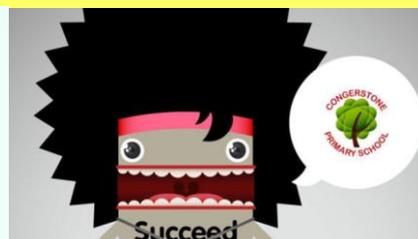
We have close links with our feeder nurseries and our local high school. We will visit your child in their nursery setting to get to know their needs.

Children with EHCP plans will have transfer review meetings for high school and nursery.



Help for your child

Adapting the curriculum and learning environment is part of the support for pupils with special educational needs. Teachers differentiate and group children flexibly to allow your child to achieve in the areas they are able to, and to work with all members of the class. We will follow up any difficulties with pre-teaching or post teaching sessions on areas they need more support with. They may work in additional guided groups with a learning support assistant or teacher.



Additional support, equipment and facilities

If your child is on the SEND register they will have some additional provision or intervention to help meet their needs.

All schools have a 'notional' SEND budget to help meet this additional provision. This could be being part of extra maths, reading, writing, spelling or phonics groups.

The level of support they get will depend on factors like their overall progress and attainment compared to their class or age-related expectations. We will also look at barriers to learning and more specific difficulties.

Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids, or fine and gross motor aids.

Specialist intervention programmes may be provided such as speech and language programmes or physical therapy programmes.

Some pupils may follow a more personalised curriculum and have 1 to 1 adult support.



Equal access for all

We aim to have pupils with SEND fully represented in all areas of school life. This includes inclusion in awards, school productions and as representatives on the school council.

Our reward systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement.

We interview our SEND pupils each year and see what support they suggest, and what they want to be involved in. We aim to ensure they have access to extra-curricular clubs that also incorporate their personal interests such as, art club, singing and dancing clubs, sports clubs and learning to play a musical instrument as well.

We have a Public Sector, Equality Duty and accessibility plan that includes aims, such as our commitment to making adjustments for off site visits so that your child is given as much access as possible.



Responding to concerns and worries

We are a very approachable school and all of our staff are readily available to discuss your child's progress as appropriate. Appointments can also be arranged through the school office.

We will ensure an appointment is made with the headteacher as soon as any concern is raised and then we will agree some actions together and arrange a time to review how it is going.

If you have an issue that you don't feel can be resolved in school you can also approach our governing body.

Our SEND governor, Fiona Small, has experience in working with children and families and would be happy to help.

Our chair of governors can help with complaints procedures.



Our Autism offer

Autism is believed to occur in about 1 in 100 people. It is a lifelong learning difference which affects how a person communicates with others and relates to the world around them.

Our classrooms are autism aware. We understand the need to provide classroom adjustments for some pupils.

All staff have had basic training in 'Making Sense of Autism'. A further two members of staff have received additional training in autism (tier 2). Our staff are familiar with and recognise the benefits of using social stories to support friendships, personal, social, health and emotional skills. Point scales are also used to support anxiety in autism.

The SENDCO is tier 3 trained and has a more in depth understanding of autism and how to lead on this area in school.

We have used the Autism Education Trust tools to evaluate our practice and have clear guidelines for use in our school classrooms. We also work with the Autism Outreach Service in advising and guiding our practice in supporting pupils with autism. We use visual timetables and schedules where needed to support pupils and provide clear routines and structures. We carry out sensory audits to ensure pupils are able to fully access learning.

A partnership approach

We offer parents support at identification stage and clear pathways to help them investigate a diagnosis, including access to Educational psychologists if autism is widely suspected. We communicate effectively with Paediatricians. We work with the Autism Outreach Service. We access training and support from the service when a specific need is identified.



Our Dyslexia Offer

Dyslexia is a learning difference that affects about 10% of the population, some more severely than others. It predominately affects the skills needed to learn to read with fluency and accuracy and spell accurately.

We offer dyslexia friendly classrooms with additional access to adjusted reading materials for pupils with identified needs such as, coloured overlays, contrasting backgrounds for print and dyslexia friendly reading books. Our staff receive training and are aware of dyslexia friendly teaching practices.

Individual learning packs are given to pupils who require additional support in phonic, word recognition and spelling.

Personalised support

Where appropriate we offer 1 to 1 and small group specific interventions known to work well for dyslexia such as the Precision Teaching Programme. This also includes reading catch up programmes such as the Rapid Reading Scheme and phonics booster sessions set by class teachers for reading.

We offer a clear pathway to identification of dyslexic difficulties, which includes monitoring those children at risk from the foundation stage using the Leicestershire Phonics Tracker. We also monitor progress using diagnostic tests, small steps tracking as well as reading benchmarking. We have dyslexia friendly books and a catch up reading scheme and can use additional technology to support pupils with dyslexia.



Our mental health and well-being offer

We recognise the importance of good mental health and promoting wellbeing in a positive way. We also understand that mental health problems are a growing concern for schools with 3 pupils in each classroom expected to develop some sort of mental health difficulty in the future.

Our support structure

We support the wellbeing of all of our pupils and promote the development of self-awareness, emotional regulation, social and relationship skills, and problem solving. Our 'Building learning power' ethos promotes this.

We consistently practice a strong set of school values. An emphasis on developing character. A PSED curriculum that addresses mental health and a clear antibullying policy.

We have an Emotional Literacy Support Assistant (ELSA) who supports pupils in 1 to 1 and group sessions.



The ELSA role

Miss Coombes



As Emotional Literacy Support Assistant (ELSA) I have completed a years' professional training with the Educational Psychology Service in supporting children with social, emotional and mental health difficulties. I can offer support for a range of issues including bereavement, emotional problems, family break-up and friendship issues. Where pupils have been identified as needing social, emotional and mental health support, a referral is made to me. I provide the pupil with a 6 week block of personalised sessions to support their needs.

Top up sessions are also given as and when required.



Commitment to mental health work

All staff have been trained in supporting pupils with attachment difficulties.

We use additional assessment measures such as the Boxall profile to identify specific areas of need and then implement strategies accordingly.

We work with parents, the School Nurse, Educational Psychologists, Social Services, Family Support Workers, ADHD solutions and with professionals from the Child and Adult Mental Health Services (CAMHS) to support pupils effectively.



Our speech and language needs offer

Speech, language and communication needs are widespread and affect many pupils in different ways. Language difficulties are also thought to be a strong predictor of later problems with maths and English.

Our commitment

We have a strong emphasis on the importance of child talk over teacher talk. We promote a range of well-founded teaching techniques to promote talk in the classroom that involve different ways of grouping and assigning talking roles.

We believe that early intervention with speech and language difficulties is vital. Where concerns are raised and consideration for referral to the Speech and language Therapy Service arise, we follow procedures as outlined below.

- After initial monitoring, teachers raise concerns with parents and SENDCO
- With the SENDCO's support, class teachers complete an initial school screen
- Specific area of need is identified and strategies are put into place to support pupil over a period of 12 weeks
- Pupil's progress is reviewed and a referral is made to the speech and language therapy Service if still required.
- A referral to the speech and language therapy service is immediately made for those pupils meeting specific criteria.

The school have invested training in the initiative 'Talk Boost' with a strong focus on developing vocabulary and understanding.

Language development is promoted throughout school and across the curriculum.



Other useful information.

Advice on all SEND related issues for your child or access to services	Mrs Deborah Powell SENDCO
For advice on additional concerns about issues with SEND	Mrs Alison Ruff Headteacher
For advice on emotional wellbeing and mental health	Miss Vicky Coombes ELSA
All of the above staff can be contacted through the school office and email: school.office@congerstone.leics.sch.uk	
Additional Services and providers who work with the school	
School Nurse	
Specialist Teaching Services	Autism Outreach support, Learning support, Hearing and Vision support Tel: 0116 3059400
Out of school you can get additional support and advice from a number of services	
Support for dyslexia	Leicestershire Dyslexia Association http://ldadyslexia.org.uk/ British Dyslexia Association https://www.bdadyslexia.org.uk/advice/children
Support for Dyscalculia	Childmind.org https://childmind.org/article/how-to-help-kids-dyscalculia/
Support for autism	The Autistic Society https://www.leicestershireautisticsociety.org.uk/ Autism Education Trust https://www.autismeducationtrust.org.uk/
Support for mental health	Child and adolescent mental health service (CAMHS) Leicestershire and Rutland Team 0116 2952992 Young Minds helpline: Tel: 0808-802-5544
Support for ADHD	ADHD solutions http://cmsms.adhdsolutions.org
Advice on statutory assessments/ Parent support /Information on your rights	Independent parent special education advice https://www.ipsea.org.uk/ SEND Information Advice and Support Service (SENDIASS Leicestershire) Telephone: 0116 305 5614 Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm Email: sendiass@leics.gov.uk
Complaints or dispute resolution	The local authority – Special Educational Needs Assessment service (SENA) Phone: 0116 305 6600 Email: senaservice@leics.gov.uk You can also contact KIDS or The Together Trust. KIDS Telephone: 03330 062 835 Email: senmediation@kids.org.uk The Together Trust

	Telephone: 0161 283 4836 Email: enquiries@togethertrust.org.uk
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