



Townlands C of E Primary Academy Our Special Educational Needs and Disabilities Information

The kinds of special educational needs for which provision is made at the Academy.

"How does Townlands Primary Academy know if children/young people need extra help and what should I do if I think my child may have special educational needs?"

We are a mainstream Academy and value all of our pupils as individuals. In order to ensure that our pupils are making good progress at school we monitor and assess each pupil termly. Where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we provide additional support in class or use specific interventions to target areas in which they are struggling. Class teachers use parental consultation evenings and reports to talk to you about your child's progress and suggest ways in which you could help at home. If there are any specific concerns about your child you may also be invited to attend a meeting to discuss your child's needs with the teacher, or request a meeting yourself. If difficulties persist, the SENDCo (Special Educational Needs & Disabilities Co-ordinator) may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.



Information about the Academy's policies for the identification and assessment of pupils with special educational needs.

"How do we identify children with special educational needs?"

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school. The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. All staff are trained to identify pupils who may have more specific needs (eg Dyslexia, Autistic Spectrum Difficulties). If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (e.g. Speech and Language Therapists, School Nurse, Educational Psychologist).

Information about the Academy's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans.

"How will we support your child?"

"How do we know how effective our arrangements and provision for children with special educational needs are?"

If your child has a EHCP (Education Health Care Plan) or a Statement of Special Educational Needs, we will put provision in place as outlined in that plan. The class teacher, working with the SENDCo, will monitor pupils' progress regularly and keep an eye on how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEN. School Governors are also involved in this monitoring process.



The Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs;

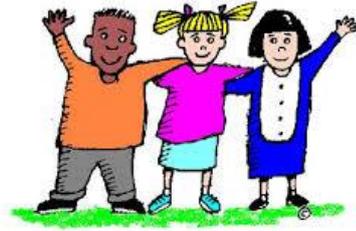
"How will both you and I know how my child is doing and how will you help me to support my child's learning?"

A termly review of all SEN pupils will take place in school (with pupil and parent involvement). Some pupils may require an individual education plan (IEP), a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. It may be desirable for a Home/School book to be initiated for some pupils so that parents and teachers can make regular contact. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

The Academy's approach to teaching pupils with special educational needs;

"What is our approach to individual learning?"

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. The SENDCo has a role in supporting class teachers to support as effectively as they can. Teachers, Subject Leaders and the SENDCo monitor pupils' books to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Teachers and support staff also attend training courses to support their teaching methods.



How the Academy adapts the curriculum and learning environment for pupils with special educational needs;

"How will the curriculum be matched to my child's/young person's needs?"

The Accessibility/Equality Plan is regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEN pupils (eg reading books, maths equipment, ICT). We regularly review pupil progress. Pupils who have a medical need in school have a Care Plan in place to identify and support any area of concern and to discuss medication and therapy.

Additional support for learning that is available to pupils with special educational needs;

"How is the decision made about the type and how much support my child will receive?"

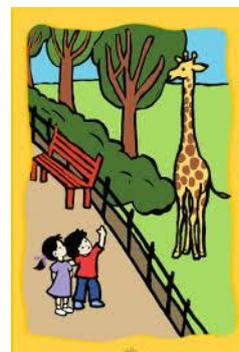
Additional support is tailored to the individual needs of our pupils. It may include additional support from the class teacher or a teaching assistant, with the support of the SENDCo. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough help to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.



Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

"How will my child be included in activities outside the classroom including trips?"

We provide a range of extra-curricular activities (clubs and trips) which are made available for all of our pupils. If a pupil has additional needs, we would aim to plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required. We always evaluate our pupil's care for extra-curricular activities and a Risk Assessment is drawn up to ensure that all health and safety aspects have been given consideration. In some cases, parents may be asked to accompany their child on the trip.



Support that is available for improving the emotional and social development of pupils with special educational needs.

“What support will there be for my child's overall well-being?”

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial. Where pupils are found to have needs around emotional and social development we try to put provision in place to support (eg social communication groups, anger management, circle time, Emotional Support) and monitored progress. Some pupils may have needs related to behaviour and we will work with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a safe-guarding policy and all staff are regularly trained in looking for signs which indicate a concern.



Contact Details if there are concerns

“How will I be able to raise any concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However if you continue to be worried, or the concerns are of a more serious nature, you would be able to contact the school office and make an appointment with the SENDCO or Head teacher. (Ms Kate Horstcraft SENDCo and Mrs M Ward Headteacher)

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

"What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?"

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. We have completed training in dyslexia, ASD, phonics, reading coaching, supporting pupils with mathematics and are always trying to improve our knowledge and expertise. Part of the role of the SENDCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

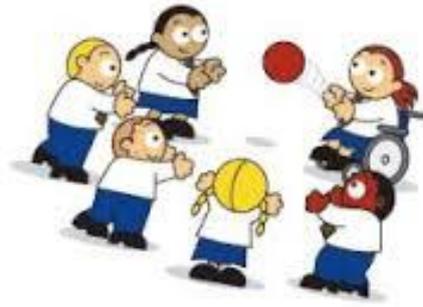
- Speech and Language
- Educational psychologist
- Specialist teaching service - including visually and hearing impaired
- Community Paediatricians
- School Nurse
- Autism Outreach Service



Information about how equipment and facilities to support children and young people with special educational needs will be secured.

"How accessible is the setting both indoors and outdoors?"

Accessibility of the school is reviewed annually as part of our Accessibility Plan. We work with NHS professionals and other support agencies to ensure that children at our school have special equipment or plans in place to support Special Educational Needs.



Arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

"How are parents involved in the setting? How can I get involved? Who can I contact for further information?"

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents evenings in the Autumn and Spring terms and provide a comprehensive written report in the Summer Term. Additionally, we hold SEN review meetings termly or bi-annually for those pupils with additional or significant educational needs. These can be held with the class teacher, SENCO or both.

Arrangements for consulting young people with special educational needs about, and involving them in, their education.

"How will my child's views be listened to?"

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires. We want pupils, right from the early years, to be involved in the decision making process.



Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

"What should I do if I have a complaint?"

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCO. Head Teacher or other member of the senior leadership team. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues. There is a complaints policy in school, in which such procedures are outlined on the school website.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

"Who else has a role in my child's education?"

Governors are aware that in addition to teachers and classroom assistants, there are a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEN. These include access to health and Social Care Professionals, Voluntary organisations (e.g. STEPS), and Local Authority Support Services.



The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

"What other support services are there who might help me and provide me with information and advice?"

If you need support in finding an organisation or support service for your child, please contact Ms Kate Horstcraft (SENDCo) at Townlands C of E Primary Academy, who will be happy to help you navigate through the local offer. You may also find the Parent Partnership Service (SENDIAS) useful or IPSEA.

The Academy's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

"How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?"

We liaise with local pre-school settings and High School to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual pupils as required. We also liaise with schools in other authorities when pupils move into or out of our local area.

Information on where the local authority's local offer is published.

"Where can I find the local authority's Local Offer?"

We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice. The local authority's Local offer can be found on their website and will provide you with further

information regarding pupils with Special Educational needs in
Leicestershire.

http://www.leics.gov.uk/index/children_families/family/send.htm

