



## Seva School SEND Information Report

As a result of the Children and Families Act (2014), from September 2014 there are changes to the way in which children with Special Educational Needs and Disability (SEND) are supported in schools. The Code of Practice (2014) now covers the 0-25 age range and includes guidance relating to disabled children and young people, as well as those with SEND.

The key principles of the 2014 SEND Code of Practice are:

- The participation of children, their parents and young people in decision making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children with SEND.

### **General Statement At Seva School**

we value every child as an individual and aim to create an environment where pupils are encouraged to achieve their full potential, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability and educational needs. However, we recognise that some children find it harder to learn than their peers and may therefore have a special educational need or disability (SEND).

The information is designed to answer questions you may have about how we support children with Special Educational Needs and Disabilities at Seva School. This information will be reviewed regularly, as resources and techniques that we use are constantly developed to meet the changing requirements for our children.

### **When are children classed as having SEND?**

We are a all through free school and the aim ensure that the majority of children in our school are able to reach their potential. Pupils are identified as having SEN when they do not make the expected progress, given their age and ability, and normal interventions and resources have proved ineffective. In this instance, pupils will require support, additional to or different from their peers, in order that they continue to achieve to their full potential.

Children with SEND at Seva School have many different needs. Some have difficulties with speaking and language, general learning (especially reading and/ or writing), social and emotional development and sensory difficulties, including hearing impairment.

### **How do we know if a pupil has SEND and what support will they receive?**

Class teachers closely monitor the progress of all children in their class. Regular discussions take place around pupil progress and group interventions are put in place, and monitored, for children who require support in a particular area to meet national expected progress. If a teacher has concerns about a particular pupil they will chat to the SENDCo (Special Educational Needs and Disability Coordinator) who will help the class teacher to plan activities, such as small group work or individual programmes to help the child. If these activities don't help the child to make good progress, the SENDCo, class teacher and parents will meet to discuss what further support can be given to pupils to enable them to make better progress. This may include asking for advice or an assessment from an external specialist service.

### **Where can I find information about the school SEND policy?**

Our SEND policy provides further information about how we make provision for all pupils with SEND. A copy of this policy is available on request.

### **How do you know if SEND provision is effective?**

All children's progress is regularly monitored throughout the school year. Where children need SEND support, specific targets are given for a set number of weeks (usually 6-8). A baseline assessment is undertaken at the beginning of the intervention. This ensures that when the targets are reviewed, at the end of the intervention, progress can be measured. However, if a child has made better than expected progress they will complete the intervention earlier than the allocated time period. Similarly, if a child is struggling with the targets set, or the approach used, this will be changed in the middle of the intervention so the pupil is given the best chance of succeeding with their targets. Parents are informed by teachers about their child's progress towards their targets. This normally coincides with the whole-school parent consultation evenings. School reports are also sent out termly with the children's current levels and the age-related expectations for their year. Parents are also able to contact the SENDCo for regular updates on their children's progress, either by email, telephone or a face to face meeting.

Some meetings will involve parents and the SENDCo. At other times the class teacher will be involved. Meetings with other professionals may also take place when a child has an assessment undertaken by a specialist support teacher (e.g. Dyslexia Support, Learning and Wellbeing Support Service, Educational Psychology and Integrated Primary Mental Health Service, Communication Interaction and Support Service). Parents can ask family members to attend meetings, for support, or invite a worker from Parent Partnership service to attend.

Children who currently have a statement of special educational needs will have an annual review meeting once a year. In some cases there will also be a 6 monthly review. This process will be the same for Education, Health and Care plans (EHCP).

### **How do teachers at Seva help children with learning difficulties or disabilities to learn?**

Teachers at Seva strive to create an environment where every child is included. This is done by setting suitable learning challenges, responding to pupil's diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils. They will have the highest possible expectations for your child and all pupils in his or her class. All teaching is based on building on what your child already knows, can do and can understand. Not all children learn in the same way so a range of different teaching approaches are used. This may involve more practical learning or providing different resources adapted for your child. All children benefit from this approach. Your child's teacher will also put in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task.

Where there are gaps in your child's learning, support will be put in place. This may be 1:1 or a small group session. These sessions may be led by the class teacher, or a trained teaching assistant.

Your child's class teacher will be happy to give you more information about your child's learning and progress.

### **How is the school learning environment adapted for children with SEN or disabilities?**

Seva School takes all reasonable steps to modify and adapt the learning environment to meet the needs of all children. This includes specific seating plans for individual children, e.g. making sure children with hearing impairment are sat directly in front of the teacher, making sure children with physical needs are in classrooms that are on the ground floor. The school has an internal lift.

Our Teaching Assistant support individual pupils and groups of children with learning and all social and emotional needs during lunchtime, Tigger Club, Sensory Room and the Pod.

### **What extra support is available to support SEND children with their learning?**

All year groups at Seva have at least one Teaching Assistant (TA) linked to them. TAs will often work 1:1 with a child on a specific target, or with a small group. They will also work under the direction of the Class Teacher in particular lessons. Where a specialist technique is required, extra training is given or an approach is modelled.

There is also support for some children from outside agencies. We have a support worker from:

- Learning and Wellbeing Support Services (LAWSS) (inc Dyslexia Assessment)
- Communication Interaction and Autism Support Service (CIASS)
- Talk Therapy
- Talk Therapy Rainbow Groups
- Dare to Dream
- CAHMS

- Sensory Support (Hearing)
- AT7 Mentor
- CAF Support Worker

### **What additional activities are available to children with SEND outside of the curriculum?**

At Seva we have a range of after school and lunchtime activities that all children are welcome to attend. These include sports, music and drama clubs. We also run a breakfast club each morning. Where necessary, we will provide extra support to enable children to access these, e.g. an additional adult, specialist equipment. Please contact the SENDCo if you would like further information about how school clubs can be adapted to support your child.

### **How does Seva support the emotional and social development of their pupils?**

We recognise the importance of supporting the emotional and social development of the children. Personal, Social and Health Education (PSHE) forms part of the curriculum and we have themes running through weekly assemblies. We have also delivered Peer Mediation work to Year 5 children. Where children have specific social, mental or emotional health difficulties we may refer the children to outside agencies.

### **Who should I contact if I want to find out more about SEND?**

Mrs Jaswant Soand is our school SENDCo and has been in post since October 2016. Her role includes coordinating provision for children with SEND, providing guidance to colleagues and working closely with parents, staff and outside agencies.

She would be happy to answer any questions you have about your child's learning and progress or any concerns that your child may have a special educational need. You can contact her via the school office (02477987619), to arrange a face to face meeting, or ask for a telephone call to discuss your concerns.

### **What specific expertise is available to children with SEND?**

Inset days and staff meetings provide teaching and support staff with access to a range of training to enable them to support all children, including those with SEND.

Whole staff training enables us to share knowledge, strategies and experience and ensure consistency of the school's approach for children with SEND. Staff who are supporting children directly have had specific training- e.g. autism awareness training. Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Learning and Wellbeing Support Service, or medical /health training to support staff in implementing care plans.

Professionals from Speech and Language, Learning and Wellbeing Support Service, Educational Psychology and Integrated Primary Mental Health Service, Communication and Interaction Autism Support Service, Physiotherapy and Occupational Health come into school to work directly with

children. They also work closely with teachers and support staff to ensure consistency of approach or technique.

### **What specialist equipment is available to support children with SEND?**

Outside agencies, such as Sensory Support Team (Hearing) will provide school with specific aids and equipment when it has been recommended by a relevant health service. We will also, where appropriate, provide equipment that pupils may need to support them in school, e.g. pencil grips, sit fit cushions, sloping writing frames etc.

### **How will Seva consult parents of children with SEND?**

Where children are identified as having SEND, parents will be invited in for termly meetings to discuss targets and how they can support their child to achieve these. If parents need guidance about a specific technique that they can implement at home, additional meetings or observations will be arranged. All pupils' general progress, including updates on their targets, will be discussed at parent consultation evenings and reports will also be sent out termly.

Any information received from external agencies if passed onto parent and if needed be put on the office board.

### **How are pupils consulted about their learning?**

This year we will be consulting pupils about their learning, via pupil passports and ILPs. Children will be given the opportunity to talk, where possible, about their strengths and areas for development and identify targets that they would like to work on. At the end of each term, pupils will be asked to contribute to the review process and help to set new targets.

### **Who should you contact if you are not happy with your child's learning and / or progress?**

If you are unhappy with any part of your child's learning and/ or progress you should chat to your child's class teacher or SENDCo. If your complaint is not resolved, as you would like, you can ask for a meeting with the head teacher. If you are still unhappy with the outcome then you can contact Maureen Martins, Chair of Governors.

### **Which outside agencies support children with SEND in school?**

Seva has support from a number of different agencies. Below is a list of the support services that are currently working with pupils from the school, with phone numbers and names of any key contacts.

*Young Carers*

02476 786087

*Speech and Language Therapy (Talk Therapy)*

Louise Scrivener 01926 258630

Sensory Support (hearing) Wendy Shaw 02476 786174

*Pre-School Education Service* 02476 694736

*Communication and Interaction Service*

– Wendy Bates (Autism) 01676 541249

*CAHMS Coventry* 03002002021

*AT7 Mentor* 02476665530

*Dare 2 Dream* – Steve Farmer 07967427109

*Educational Psychology and Integrated Mental Health Service*

– Raj Pahil 02476788400

*Coventry Primary Health Mental Services* Vivine Flinn 02476961476

*Occupational Therapy*

– 024 76961455

*Physiotherapy*

– 024 76961455

### **What other support is there for parents and families of children with SEN or disabilities?**

The below list provides information of support groups available for parents. More information about each group can be found on the Coventry City council website ([www.coventry.gov.uk](http://www.coventry.gov.uk))

*SENDIASS (previously Parent Partnership)-* 02476 694307

*Special Educational Needs and Disabilities Information, Advice and Support Service*

*Coventry Carer's Centre (Autism/ ADHD) –* 02476 633788

*Coventry Action for Autism Group – CAFAG)* 02476 688521

*Dyslexia Action Coventry Centre –* 02476 257041

*Autism Play and Support Group –* 07931 783183

*Heart of England ADHD support group –* 02473 726736 (evenings only)

*North Warwickshire and Coventry Dyslexia Association –* 02476 316813

*Shine (Spina Bifida and Hydrocephalus) –* 01733 555988

### **How are children supported when they move to the next class or to a new school?**

All children have a transition morning, when they spend time with their new teachers and peers before moving to a new class. Prior to the visit, the SENDCo makes sure that any relevant information is shared. For children with Autism, who need extra transition, a pen portrait is

completed by parents, the child (if old enough) and teacher and passed on to their new teacher. Key targets from the CIASS transition recommendations are also followed.

Children entering school from an enhanced pre-school provision are visited in setting. Where needed, an enhanced induction programme supports children to make a successful transition into school.

All year 6 pupils are visited at their primary schools and if required arrangements will be made for them to visit our school. All paperwork is passed over to the SENDco and communications, by telephone or face to face, about the children and their needs are undertaken in the final term of year 6.

**Where can you find out information about other services that may be available for your child or family?**

The Coventry Local Offer website has information about the services that are available. Click below to view the Coventry Local Offer.

[www.coventry.gov.uk/sendlocaloffer](http://www.coventry.gov.uk/sendlocaloffer)

[www.warwickshire.gov.uk/sendlocaloffer](http://www.warwickshire.gov.uk/sendlocaloffer)