

Seva School Local offer for Children with Special Educational Needs or Disability (SEND)

Primary Phase 2017

Welcome to Seva School Special Educational Needs and Disabilities (SEND) frequently asked questions page.

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).

What is Special Educational Needs and Disabilities (SEND)?	<p>SEND is the term used for Special Education Needs & Disabilities.</p> <p>“A pupil with SEND will experience difficulties in learning or have a disability which calls for special educational provisions, namely provisions which are different from or additional to that normally available to pupils of the same age” (chapter 6.15).</p> <p>However experience and good practice shows that where “the focus remains on higher quality teaching, fewer pupils require such support”.</p> <p>SEND represents a detailed look at the reasons behind why some students need additional support to overcome obstacles that may otherwise be a barrier to learning. These learning barriers are usually summarised into four categories these include:</p> <ul style="list-style-type: none">• Communicating and interaction• Cognition and learning• Social, emotional and mental health difficulties• Sensory and/or physical needs
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How does the school know if your child has SEND and needs extra help?	<p>We are an all through free school and our aim is to ensure that the majority of children in our school are able to reach their potential.</p> <p>Pupils can be identified as having SEN needs as follows:</p> <ul style="list-style-type: none">• On entry to the school, all students are screened.• By observing key cognitive skills, language skills and certain core academic skills we can pick up potential difficulties at the earliest stage.• If an individual is not meeting the expected progress, given their age and ability, and normal interventions and resources have proved ineffective.• Some children do well at primary school but find the transition to secondary education more difficult. The teachers are highly alert so that such areas of need are spotted early and referred to the Pupil Care Team (PCT) so that support can be coordinated promptly.• Seva School listens to parents. Sometimes, the first signs of difficulty are picked up through conversation at home so parents are always welcome to contact the school to talk about concerns.
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<p>What should I do if I think my child may have a special educational need or disability? Who can I contact for further information?</p>	<ul style="list-style-type: none"> • If you are concerned about your child’s abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might only need light monitoring or might require assessment by specialist staff or external agencies. • You can contact the school by phone, letter or e-mail (please see contact details on the home page of the school website). • It will be OK to contact the school through a family friend or professional translator if you feel more comfortable using a language other than English. <p>If you have any query with regards to your child’s individual SEND you can contact the SENCO.</p>
<p>How will I know how Seva School Primary Phase supports my child?</p>	<ul style="list-style-type: none"> • A pupil with SEN will have an Individual Education Plan with specific targets for that pupil, this will be decided through meetings with the parents, pupil, the class teacher and where necessary the SENCO. Within this plan it will state the pupil’s targets, how they are going to achieve the targets and who will help them achieve the target. This may include additional support from either the teacher or Learning Support Assistant (LSA). • If a pupil has needs related to specific areas of their learning then the pupil may be placed in a small focus group run by the teacher or Learning Support Assistant. • Pupil progress meetings are held each term; this is a meeting where the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This discussion can highlight potential areas of difficulty for a pupil which allows further support to be planned. Examples of further support could be an intervention group led by either the Learning Support Assistant or the class teacher in areas such as Numeracy and Literacy.

Where can I turn for help?

- Mrs Jaswant Soand is our school SENDCO and has been in post since October 2016. Her role includes coordinating provisions 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.
- Your doctor, or other local child health services charities and other organisations that offer information, advice and support.

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

	<ul style="list-style-type: none"> • 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
<p>What other support is there for parents and families of children with SEN or disabilities?</p>	<p>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)</p> <ul style="list-style-type: none"> • 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
<p>What is an EHCP?</p>	<ul style="list-style-type: none"> • An EHCP (formly known as Statement) is a legal document that identifies a pupil’s SEN needs and focusses on the support required to meet agreed outcomes. The key difference between a statement of SEN and EHCPs is that, as well as the educational elements covered in statements, EHCPs also outline the child’s health and social care needs, outcomes and support.

How will I know if my school is supporting my child? How will I know how my child is doing? How is student progress monitored?

All students :

- Seva School always send you a letter to let you know if we are proposing to offer your child support that is additional to or different from what is already in place for all mainstream students.
- Target setting days and parent consultation evenings are both opportunities to discuss your child's progress and needs and to find out about support options.
- Parents are always welcome to contact their child's Form Tutor at any time to discuss particular concerns as they arise.
- Seva school will work with parents/carers in Year 6 to support the student's move from primary to secondary school.

Students with Statements and EHCPs:

- Your child will have identified needs and an education plan in place from the time they start at SEVA. Their support lessons will show on their timetables and parents receive termly news on outcomes of this extra intervention in short written reports.

In addition to the target setting days, pupils will have an Annual Review of their progress and needs. This comes in the form of a full written school report in advance of a specially arranged face to face meeting between pupils, parents, staff and representatives of other agencies involved in supporting that individual pupil. During this meeting, pupils, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school.

How will the curriculum be matched to my child's needs?

- Every pupil on the SEND register will have an IEP which includes their individual needs, strategies to support them with targets to achieve. This is shared with all staff through our main system of information management (ARBOR).
- All staff are trained, (through a yearly programme of Continuing Professional Development seminars), in adapting lesson plans to increase the use of elements known to support students who need extra help. For some students with lighter needs, this is all that is required to help them make progress.
- Teachers also have access to the profiles of students known to have specific needs and they can collaborate with the specialist staff to build adaptations to activities especially for those individual students.
- Key curriculum areas have additional staff to cater for the needs of pupils with SEND through quality teach first.
- Learning Support Assistants are used within lessons to work with a small focus group or 1:1 with a pupil to target specific needs.
- All work set within class is aimed at an appropriate level that allows all pupils to access the learning according to their specific needs. Typically this may mean that in a lesson there would be three different levels of work set for the class. However, it may be differentiated further to ensure inclusion for everyone, this can include individual differentiation.
- Where required specialist equipment may be given to a pupil to allow them to access the learning e.g. writing slopes, adjustable tables, pen/pencil grips etc.

You will have opportunities to discuss exam choices in Year 9 with the aim of selecting subjects based on your child's strengths and interests.

At Seva we have a range of after school and lunchtime activities that all children are welcome to attend. 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.

<p>How are the school's resources allocated to these needs?</p>	<ul style="list-style-type: none"> • Seva has embedded the quality teach first in its deliver of the curriculum and teaching core subjects e.g. English and Maths through subject experts in small groups of pupils. • If your child is specifically funded through their statement or EHCP, meetings with SENCO will include discussion and agreement about how that funding is used and monitored. <p>A provision map about where the additional resources are used and deployed is shared with parent at annual review.</p> <p>Outside agencies, such as Sensory Support Team (Hearing) will provide the school with specific aids and equipment when it is 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.</p>
<p>Will my child be able to access the school environment?</p>	<p>Seva School adhere to all guidelines on equalities (Equality Act 2010) and have a range of facilities for meeting the needs of our students with sensory and physical needs A range of measures have been put in place to ensure the school building is accessible for all, these include; disables toilets, a lift in the building, level access to main reception with wider access doors throughout the building.</p>

<p>How is progress monitored by the school?</p>	<ul style="list-style-type: none"> • Each pupil have an Individual Education Plan with identified targets set in consultation with parents. • Every subject teacher have access to the provision map and set their own measurable targets based on pupil's ability • A range of quantitative and qualitative data is used to monitor progress • Every subject teacher provides termly report on every pupil progress • SENCO monitors the progress against the outcomes defined • Where children are identified as having SEND, parents will 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. <p>Any information received from external agencies if passed onto parent and if need be put on the office board.</p>
<p>How does Seva support the emotional and social development of their pupils?</p>	<p>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.</p>

What specialist services and expertise are available at the school?

- SEND teams employ staff who have received additional formal training in their area of specialism learning/literacy, speech/language/social communication needs (SLCN), mentoring for social/emotional/mental health
- The SLCN team also has access to on-site Speech and Language Therapists (SLTs)
- All Learning Support Assistants receive regular Continuing Professional Development training and coaching for specific issues / students, from the relevant specialists.
- The school brings in additional expertise (assessment, staff training and intervention) from outside agencies, including:
 - Educational psychology
 - Occupational therapy
 - Visual Impairment Support
 - Hearing Impairment Support

CAMHS-Child and Adolescent Mental Health Services

How will you help me in supporting my child's learning at home?

- Seva School provides parents with advice on how to support your child's homework. Parents are always welcome to contact their child's teacher for more specific advice at any time.
- Your child's recent IEPs will include a section on support strategies, many of which apply to home as well as school life. If you are not sure how you can apply them, contact the SENCO.
- Annual reports written at Seva School often contain advice that will be discussed and developed with you at the face-to-face Annual Review meeting.
- The class teacher may suggest ways of supporting your child through Parent's Consultation Week and parent meetings or parent workshops.
- Each term curriculum maps are sent home so parents are aware of the areas or learning being covered in school.
- Where outside agencies have been involved through working with or assessing your child then suggestions and programmes of work/activities are usually provided that can be used at home.
- SENCO or an assistant in SEND team may meet with you to discuss strategies when working with your child that have proved successful in school and therefore can be used at home. This may be on a one-to-one basis or through our SEN workshops.

Parents are always welcome to contact their child's support team

<p>What support will there be for my child's well-being?</p>	<ul style="list-style-type: none"> • It is vital that all pupils in our Academy feel valued, cared for, confident and supported. • Staff providing additional support to Pupils with special educational needs automatically include: • Ensuring that pupils know who they can talk to if they have any worries • Lessons about making and keeping friends, having successful • Conversations, independence in school • Screening for well-being • Pupils who have social, emotional and mental health issues or develop them later on are offered additional measures to help them cope read more on the social, emotional and mental health page. • Access to a trained counselor
<p>How will the school prepare and support my child when joining Seva School Primary Phase or transferring to a new</p>	<p>The students in the Primary Phase are guaranteed a place in the Secondary Phase this allows for a smooth transition in the following ways:</p> <ul style="list-style-type: none"> • Children enjoy several trips to Secondary in the summer term of year 6, where they have 'taster lessons' in addition to the taster day. • Secondary teachers visit the Primary phase. • Primary phase teachers visit the Secondary teachers. • Inclusion managers of the school regularly meet with the Primary SENCO. • Cross phase teaching for Science, Maths, Languages, Music, PE and Art. • Head of Transition who teaches across both phases. For those pupils who are moving to a different Secondary school or are transferring to Seva School from another school we will ensure a smooth transition by: • Discussions between the previous or receiving school prior to the child joining/leaving. • Secondary school staff visit the children prior to them joining their new school.

How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Activities and school trips are available to all. • Risk assessments are carried out and procedures are put in place to enable all children to participate
Useful Web links:	<ul style="list-style-type: none"> • SEND Code of Practice <i>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</i> • Children and families Act 2014 <i>http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted</i> • Equality Act 2010 <i>http://www.legislation.gov.uk/ukpga/2010/15/contents</i> • <i>http://edyourself.org/articles/newcode.php</i>

This report is compiled by Mr Naresh Chandla, Headteacher – (SENDCo). If you have any questions or issue you would like to discuss or make a complaint about any matter regarding SEND provision, please contact him through the main office or email at naresh.chandla@seva.coventry.sch.uk