



Appleby Primary School

SEN Information Report

Question	Prompt	Answer
<p>How does the setting know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<ul style="list-style-type: none">• How do you identify children with special educational needs?	<ul style="list-style-type: none">• We have a rigorous tracking system operating throughout the school which helps to identify pupils not working at expected levels. Teaching staff meet with senior managers on a termly basis to engage in professional dialogue about their pupils and how needs could be met through literacy and numeracy small groups. Experienced Teaching assistants deliver to small groups of children working on Individual Support Plans. Any children presenting additional difficulties are discussed with the school SENCO who would arrange to meet parents and begin to gather evidence which would inform the nature of support required. As necessary, the advice and support of outside agencies would be engaged.

	<ul style="list-style-type: none"> • How will I be able to raise any concerns I may have? 	<ul style="list-style-type: none"> • The Head Teacher is readily available to speak with parents who may have concerns and class teachers welcome open discussion as often as necessary.
How will setting staff support my child?	<ul style="list-style-type: none"> • Who will oversee and plan the education programme and who will be working with my child and how often? • How are the Governors involved and what are their responsibilities? 	<p>Class teachers collaborate with support staff and the school SENCO in order to plan appropriate work for children. Intervention groups vary dependent on need and are delivered by a variety of staff.</p> <ul style="list-style-type: none"> • The Governors of Appleby Primary School have a responsibility to ensure that the statutory rights of pupils with additional needs are met by the school. The SENCO keeps the governors fully updated via a SEND report delivered to them termly.
How will the curriculum be matched to my child's needs	<ul style="list-style-type: none"> • What are the settings approaches to differentiation? • How will that help my child? 	<ul style="list-style-type: none"> • Differentiation is a strength of provision in our school. Target setting is focused and clear and takes into account the needs of able pupils and those experiencing complex learning difficulties. • Targeted work at the correct level ensures that pupils are able to achieve commensurate with their overall abilities.

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? • How does the setting know how well my child is doing? • How will I know what progress my child should be making? 	<p>All class teachers have an open door approach to parents and are happy to deal with issues as they arise on a daily basis. Anything requiring a more in depth response will be done as soon as is mutually convenient, with a parent meeting.</p> <p>Our tracking of pupil progress is rigorous at all levels. For children with additional needs a group or individual support plan is used to ensure that input is best targeted to need. Targets are reviewed on a termly basis and amended as necessary. For pupils with complex needs, detailed base line assessment is completed and levelling updates are done twice annually. For pupils in the Early Years 'The Tapestry' on line recording system is used enabling secure instant access for parents and the opportunity for them to contribute their views on progress.</p> <p>For children with complex needs, staff dialogue occurs daily either via the home school diary or on a face to face basis. For pupils whose families live further away, planned telephone discussion is available.</p> <p>The children have annual reviews where detailed discussion about progress occurs. We run occasional parent workshops and on request, work folders are</p>

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

- What opportunities will there be for regular contact about things that have happened at the setting?
- How will you explain to me how his or her learning is planned and how I can help support this outside of the setting?
- How and when will I be involved in planning my child's education?
- Do you offer any parent training or learning events?
- What is the pastoral, medical and social support available in

sent home.

The school have an open door approach to parents. Staff work flexibly to ensure that any worries are dealt with promptly. Parents are invited to class assemblies, curriculum days, music concerts and plays. They are encouraged to be involved with sporting events.

Children with additional needs work to a group or individual plan. This is shared with parents in order that they are able to support this.

For pupils with an individual or group plan, parents are asked to contribute any target that they feel is important, this is often related to social skills. In mainstream, targets are shared with parents and support is expected with homework.

Parents are sometimes offered training joining with the staff. We also have occasional parent workshops the most recent of which was Internet Safety.

Year six buddies are actively involved in supporting younger children and in opting to be a 'buddy' for children with complex needs .Any medical needs are noted and responded to in a proactive way. For those

	<p>the setting for children with SEND?</p> <ul style="list-style-type: none"> • How does the setting manage the administration of medicines and providing personal care? • What support is there for behaviour, avoiding exclusions and increasing attendance? 	<p>pupils with complex needs a multi-agency approach is adopted with support from medics as necessary.</p> <p>As necessary, pupils have a care plan which is overseen by the health professionals and implemented by school staff. Staff training has been completed by all staff with regard to diabetes and by relevant staff for administration of medication, epilepsy, diabetes and moving and handling. Several members of staff are first aid trained. Within the strategic resource base there is a disabled bathroom equipped to deal with intimate care.</p> <p>There is a positive ethos in the school and rewarding good attendance and behaviour is one of the many things that are celebrated in well done assemblies. Children are actively involved in the creation of school rules via the School Council which serves to increase awareness of these and give the children ownership. Regular 'good manners' weeks ensure that basic courtesy is an important part of school ethos with all staff rewarding pupils for this. Good communication between midday supervisors and teaching staff ensures that lunch breaks run smoothly with clear systems in place for dealing with inappropriate behaviour. Staff take a positive</p>
--	--	--

	<ul style="list-style-type: none"> • How will my child be able to contribute his or her views? • How will the setting support my child to do this? 	<p>approach to the management of behaviour ensuring that any extreme behaviour is very rare. As necessary, children may have a behaviour support plan for a short period of time. This targets the unwanted behaviour and rewards success.</p> <p>As appropriate, children are able to give their views to their class school council representatives who share them at council meetings. For pupils with complex needs they may need the support of signing or pictures to give their view.</p> <p>The development of communication skills is a vital area of teaching within the school. In the strategic resource base, an environment of 'Total Communication' encourages communication through speech, natural gesture, body language, signs, symbols and pictures.</p> <p>Pupils within the school are familiar with signing through their relationships with friends with additional needs.</p>
<p>What specialist services and expertise are available at or accessed by the setting?</p>	<ul style="list-style-type: none"> • Are there specialist staff working at the setting and what are their qualifications? 	<p>The SENCO is qualified with the national SEND degree. Her specialisms are in Special educational needs. A multi-agency approach is evident in the school who work alongside: Speech Therapy, Specialist Advisory Teachers, Occupational Therapy, Physiotherapy, Social care, Educational Psychologist</p>

<p>What training is the staff receiving or have completed to support children with SEND?</p>	<ul style="list-style-type: none"> • What other services does this setting access including: health, therapy and social care? • Detail staff development and access to training and when this is reviewed and refreshed • Do you have any specialist staff and what do they specialise in? • Do any other services work closely or in conjunction with your service? 	<p>and Huntley Avenue (Respite Care) Additionally, pupils access, special sporting coaches delivering e.g. Boccia, swimming etc.</p> <p>Training in positive moving and handling is completed by all staff on a regular basis.</p> <p>The SENCO has the national SEND qualification and holds a degree specialising in SEN. One staff member has a reading intervention qualification. Three staff members are Maths Recovery trained One staff member is Literacy support, Numbers Count and Springboard Maths trained.</p> <p>Services working with us:</p> <ul style="list-style-type: none"> • Speech and language therapist • Educational psychologist • School nurses • Health visitors • Strengthening Families Team
--	--	--

		<ul style="list-style-type: none"> • Social services
How accessible is the settings environment?	<ul style="list-style-type: none"> • Is the building fully wheelchair accessible? • Have there been improvements in the auditory and visual environment? • Are there disabled changing and toilet facilities? • How does the setting communicate with parents/carers whose first language is not English? 	<p>Our building is fully wheelchair accessible.</p> <p>In our strategic resource base there is a sensory room. Flooring has been chosen to support acoustics.</p> <p>The school has disabled changing and toilet facilities.</p> <p>A local Polish lady has supported the school in the past with the induction of Polish pupils and their parents. The school philosophy would always be a personal, face to face meeting with families where additional steps would be taken for translation as needed.</p>
How will the setting prepare and support my child to join school or to transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • What preparation will there be for both the school and my child before he or she joins the school? 	<p>Parents of all pupils about to enter nursery have a meeting with staff in school prior to their child starting. When children are reception age, there is an open evening with parents in school. A flexible approach is adopted, with dialogue between home and school about what hours parents would like for their child. For pupils who access our strategic resource base, induction programmes would be tailored to the needs of each individual. Pupils are often given</p>

	<ul style="list-style-type: none"> • How will he or she be prepared to move onto the next stage? • What information will be provided to his or her new school? • How will you support a new school to prepare for my child? 	<p>photographs of key staff and different areas of the school, as visual preparation for their start.</p> <p>Collaborative work between receiving secondary schools and Appleby Primary are in place by the time pupils enter Y6. For those pupils with additional needs, the induction process may need to be longer and this is planned well ahead. The SENCO also completes a detailed transition package with children and parents with the local secondary school after school hours, which is informal.</p> <p>The SENCO ensures that comprehensive information is given about each pupil with additional needs prior to transfer. This is to enable them to experience a smooth transition into a new setting.</p> <p>Discussion between staff members in both settings helps the efficiency of the process above.</p>
<p>How are the settings' resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • How are the settings' special educational needs budget allocated? 	<p>The budget for pupils with complex needs is spent entirely on staffing as the most important resource. Other SEN funding is also spent on staff to enable intervention groups to operate throughout the school.</p>
<p>How is the decision made about what</p>	<ul style="list-style-type: none"> • In the decision-making 	<p>Decisions about the levels of support received by</p>

<p>type and how much support my child will receive?</p>	<p>process who will make the decision and on what basis?</p> <ul style="list-style-type: none"> • Who will be involved? • How will I be involved? • How does the setting judge whether the support has had an impact? 	<p>children are taken by the Head and Senior Leadership team .These decisions are informed by the tracking system in place throughout the school which serves to highlight those pupils not making expected progress.</p> <p>Discussions about progress are carried out with class teachers and the senior leadership team termly.</p> <p>Parents are informed of these decisions and encouraged to support their children's learning at home.</p> <p>The impact of support is measured termly informed by ongoing teacher assessment and dialogue between support staff and class teachers.</p>
---	--	--

SENCO - Mrs Carol Barker

Email- carolbarker@applebyprimary.cumbria.sch.uk

Tel- 017683 51431