



Houghton St.Giles CE Primary Academy

SEN information report 2017/2018

<p>What kinds of Special Educational needs does Haughton St. Giles CE Primary Academy make provision for?</p>	<p>Haughton St. Giles is a primary, academy school for children from aged 4 years through to age 11 years. We have provision to meet the needs of children with a range of learning, behavioural and medical difficulties and medical needs.</p>
<p>How does Haughton St. Giles CE Primary Academy know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>Children in all classes have their learning regularly assessed. If your child's class teacher has concerns about your child's learning they will ask you to come in to school for a meeting to share information and to see if you agree. Where applicable an Individual Education Plan (IEP) will be completed with you and your child and as part of this actions will be agreed to be carried out both in and out of school. If you think your child has special educational needs, then you must speak to your child's class teacher who will then refer your concerns to the Special Educational Needs Co-ordinator (SENCo).</p>
<p>How will Haughton St. Giles Primary Academy support my child?</p>	<p>The needs of the majority of children will be met through quality first class teaching. Children for who an IEP will receive appropriate support or interventions for an agreed timescale which will then be reviewed regularly. For some children a short term intervention may allow them to go on to access learning in line with the rest of the class. For other children further interventions will be needed and for some children support from external agencies may be required. For some children with complex special needs an Education Health Care Plan (EHCP) may be needed. Where applicable an EHCP will be completed with you, your child, school staff and other professionals from outside agencies.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers plan to incorporate the needs of all children in their class through differentiation and use of excellent classroom support. Class teachers will play a crucial role in setting targets and actions for children with educational needs which will be recorded in a child's IEP; teachers will use these targets and actions to plan appropriate learning activities. Our curriculum at Haughton St. Giles CE Primary Academy is designed to</p>

	<p>be relevant, broad and to promote positive learning experiences for all of our children, including those with special educational needs.</p>
<p>How has Haughton St. Giles CE Primary Academy implemented changes for the New Code of Practice 2014?</p>	<p>The New Code of Practice is a document produced from the Government in September 2014 detailing how nurseries, schools and colleges nationally support children with SEN. In line with this document Haughton St. Giles CE Primary Academy produces an SEN register, detailing children who are causing concern, children receiving SEN support and children who have an EHCP (an Education Health, Care Plan). This register is discussed with teaching staff and is regularly updated.</p>
<p>How will both the school and I know how my child is doing and how will the school help me to support my child's learning?</p>	<p>Parents'/Carers' evenings take place three times a year at Haughton St. Giles Primary Academy during which all parents and carers are invited to discuss their child's learning and behaviour at school. Where initial concerns have been raised about a child's learning or behaviour, you will be invited into the school to discuss targets for your child to feed into his/her IEP. You will then be invited in each term to discuss progress against the IEP targets that have been set. If your child requires continued additional support, then the IEP targets will be reviewed with you and your child. You will be kept informed <u>at every stage of this process</u> and will be asked to play a proactive role in supporting your child's learning at home. Additionally, the parents/carers of children who are placed on an Educational Health Care plans will be invited in twice a year to complete a mid year and an annual review. Your child's class teacher and school SENCo will be your regular points of contact.</p>
<p>What support will there be for me child's overall well-being at school?</p>	<p>At Haughton St. Giles CE Primary Academy we provide our children with a physical, social, emotional and spiritual environment so that they believe that they are ready to tackle anything in life. We consider that their physical, social, emotional and spiritual well-being is just as important as their academic well-being. In that regard we have a robust safeguarding policy and protocol in place. There is an open door policy to the Headteacher, Senior teacher and the SENCo that all staff access where they have concerns about a child's well-being. Pupils' health and well-being is of paramount importance to us. We work closely with many external agencies including the Local Support Team, social services, the</p>

	<p>children with disabilities team, the Educational Psychologist team, local authority behaviour support, occupational therapy and the speech and language therapy team. We also work closely with CAMHS if your child requires that level of support. We work closely with medical practitioners if your child has a health need and will discuss with you a Care plan and where necessary the administration of prescribed medication.</p>
<p>What support is there at Haughton St. Giles for core subjects Reading, Writing Phonics and Maths?</p>	<p>At Haughton St. Giles CE Primary Academy the needs of the majority of children will be met through quality first class teaching. Teachers plan the children's learning to incorporate the needs of all children in their class through differentiation and use of excellent classroom support. Where your child has been identified as having a particular need in reading, writing or maths, specific interventions may also be implemented by the class teacher and the SENCO to ensure progress in these areas.</p>
<p>What specialist services and expertise are available at or accessed by Haughton St. Giles CE Primary Academy?</p>	<p>The Staffordshire Local offer sets out the range of services and expertise available for schools within the county. At Haughton St. Giles CE Primary Academy this includes Speech and Language Therapy, Autism Outreach, SENSS (Staffordshire Special Educational Needs Service), Behaviour Support, School nurse, Midlands Psychology, PDSS (Physical disability outreach service), Educational psychologists, Occupational therapists and Physiotherapists. If your child requires support from an external agency a referral will be completed by the SENCO with your consent or an Early Help Assessment identifying the area of need.</p>
<p>What training is provided for staff supporting children with SEN?</p>	<p>All of our teachers are fully qualified and undertake specialist further professional ongoing development. This is key to ensuring staff of all categories remain updated and skilled. Professionals from external agencies support our teachers to deliver specific programmes to our children. Our School SENCo completed the National SENCo Award in Jan 2015.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>At Haughton St. Giles CE Primary Academy every child has the opportunity to access trips including residential in Year 6. Provision is differentiated and if for example an activity is not deemed appropriate, an alternative activity will be organised. Teachers consider the needs of all children in their class before booking any trip. We do not want any child to be</p>

	excluded from activities being offered. Before and after school clubs are available to children of all ages and abilities.
How accessible is Haughton St. Giles CE Primary Academy.	Haughton St. Giles school is a small, village school on one level and meets many of the requirements of disability access legislation.
How will Haughton St. Giles CE Primary Academy prepare and support my child to join the setting or transfer to a new setting or to the next stage of education?	We offer a structured transition period once it is known that your child will be attending our school. The class teacher and the SENCo will contact you and where appropriate your child's current setting to assist with a smooth transition. When the time comes for your child to move onto another setting, we will liaise with the receiving school and follow their transition process. We will support any transition with social stories and extra visits where required.
How are Haughton St. Giles CE Primary Academy's resources allocated and matched to children's special educational needs?	Your child's IEP will set out agreed actions and interventions that will be carried out and the resources will be allocated accordingly.
How is the decision made about what type and how much support my child will receive?	Through our graduated response your child will initially have a concern raised and appropriate actions or interventions will be agreed with you for both in and out of school. We constantly review this through our IEP system and we will use our expertise and experience to identify when and where additional or external support may be needed. You will be involved at all stages of your child's learning journey.
How are parents/carers involved at Haughton St. Giles CE Primary Academy How can I be involved?	We will invite you in to discuss concerns about your child's learning as soon as they are raised so that you can play an active part from the very beginning. If your child has been identified with a learning need at a different setting, then we can meet with you prior to your child starting at Haughton St. Giles. We keep you informed of your child's progress and ask for your views at regular intervals as part of your child's IEP document.
How are children involved themselves at Haughton St. Giles CE Primary Academy in their learning?	As part of the IEP process your child will identify their own strengths, things they find difficult and would like support it. Additional to this they review their own IEP targets with staff and input into setting new targets

	and aims.
How does Haughton St. Giles CE Primary Academy evaluate the effectiveness of provision for pupils with Special Educational Needs?	At Haughton St. Giles CE Primary Academy we have a robust system of reviewing the learning of all of our learners and reporting this to parents/carers during each Parents evening. For children with an IEP their learning is reviewed at agreed intervals to see if interventions and actions are having an impact. Agreed next steps can then be made.
Who can I contact for further information? What do I do if I have a concern about the school provision?	Your key points of contact at school are: Your child's class teacher Our SENCo Our Head of school If you have a concern about the school provision in the first instance, we encourage you to contact your child's class teacher. If you still have concerns, then you can contact our SENCo or our Head of School. In the unlikely event that your concern is not resolved then please contact our Chair of Governors Rev Sue.
Where can I get further information about services for my child?	The information in this report forms a part of Staffordshire County Council's Local Offer. Information can be accessed at http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx