

Welcome to our SEND Information Report.

At Fishwick Primary, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

There are now four broad areas of SEND, these are:

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

- **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

- **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

- **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Fishwick School's SEN Information Report – June 2015



Fishwick	Communication and Interaction	Cognition and Learning	Social, mental and emotional health	Sensory and/or physical
<p>How does Fishwick Primary School know if my child needs extra help?</p>	<ul style="list-style-type: none"> • Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children. • Not making expected progress in EYFS Assessments or expected progress according to age related expectations • Speech and Language possible involvement 	<ul style="list-style-type: none"> • Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children. • Not making expected progress in EYFS Assessments. • Not making expected attainment in Phonics Test (end of Yr.1) • Not making expected progress in any year group based on tracking files. 	<ul style="list-style-type: none"> • Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children. • Finds it difficult to adhere to Behaviour Policy that is in place. • Action for Inclusion meetings held between LA/School SENCo and EYFS Leaders • Conversations with parents and carers. 	<ul style="list-style-type: none"> • Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children. • Outside agency involvement • Close liaison with EYFS/Nursery to ensure needs of child are met • Action for Inclusion meetings held between LA/School SENCo and EYFS Leaders.
<p>What should I do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none"> • Discuss concerns with Class Teacher • Discuss concerns with SENCo • Ensure all referrals are in place eg Community Paediatrician, Speech and Language, Early Years Specialist Team etc • Ensure that your views and perspectives are taken into account 			

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<p>How will I know how Fishwick Primary School supports my child?</p>	<ul style="list-style-type: none"> I will be contacted by the Class Teacher if there are any concerns about my child. An Action Plan will be put in place by the school. Assessments will be carried out. External agency support may be sought eg: SEND Team, Speech and Language, Educational Psychologist. 	<ul style="list-style-type: none"> I will be contacted by the Class Teacher and be informed that my child is receiving additional support to ensure expected progress is made. I will be kept up to date with the impact of these interventions. I will be informed about my child's progress through parents' evenings and school reports. 	<ul style="list-style-type: none"> I will be contacted by the class teacher if concerns regarding social, emotional, behavioural difficulties are raised. A personalised Action Plan will be put in place if necessary. Further specialist help may be sought eg: CAMHS, Art Therapy, Behaviour Team. 	<ul style="list-style-type: none"> I will be contacted by the Class Teacher if concerns regarding my child's physical or sensory difficulties are identified. I will be very clear about what the school are putting in place to support my child's needs. External agency support may be sought eg: Schools paediatrician, Occupational Therapist, Physiotherapist.

<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements. • Structured school and classroom routines. • Differentiated curriculum delivery eg: Simplified language, minimal use of language, visual prompts. 	<ul style="list-style-type: none"> • Differentiated curriculum planning and work. • Differentiated delivery eg: simplified language, slower lesson pace. • Differentiated outcomes eg: cartoon strip, use of ICT. • Increased visual aids. • Visual timetables. • Illustrated dictionaries. • Use of writing frames. 	<ul style="list-style-type: none"> • Whole school / class behaviour policy with graduated approach. • Whole school / class reward systems. • Whole school/class rules/expectations. • Reward time. • Individualised interventions. 	<ul style="list-style-type: none"> • Flexible teaching arrangements eg seating, pupil able to physically access lesson and move freely. • Teacher aware of implications of sensory and physical impairment eg: not covering mouth up to hearing impaired
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		<ul style="list-style-type: none"> • ICT as alternate means of accessing curriculum. • Recording / voice assistive technology. 		<p>child, light implications for visually impaired and lip readers.</p> <ul style="list-style-type: none"> • Availability of resources eg: writing slopes, pencil grips
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • For every child there will be a Parents Evening twice a year and a school report in the Summer Term. • Parents will receive notification of 'additional' interventions that are being put in place. • Parents can also make appointments to see key staff at any time. 			
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Annual/Interim Reviews will be held for those children with an EHCP or statement. • At Parents Evening teachers will share targets and suggest ways in which we can collaboratively work together to meet the needs of your child. • Appropriately challenging homework will be set and teachers may also discuss strategies with parents for supporting learning at home. • We also share behaviour and communication strategies with parents where appropriate. 			

<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> The school is fully inclusive and key staff provide high levels of pastoral support and care for all pupils. In some cases personalised reward systems / incentives will be put in place. 			
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> 1:1 support in class to facilitate access to curriculum (TA supports with breaking down language barriers to facilitate access). 	<ul style="list-style-type: none"> The SENCO is able to advise staff on strategies and to carry out more detailed assessments where children are not making expected progress. TA's are trained in interventions. 	<ul style="list-style-type: none"> Specialist support staff trained in nurturing. 	<ul style="list-style-type: none"> The school has a good working relationship with multi-agencies, et. Occupational therapists, autism team, educational psychologists.

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	<ul style="list-style-type: none"> The specialist advice of a Speech and Language Therapist who works with children receiving an EHCP/statement. The expert knowledge and advice of the SEND Team 		<ul style="list-style-type: none"> The school work closely with outside agencies, sometimes via the TAF process to support children and families. The school accesses specialist support from the behaviour team and CAHMS. 	<ul style="list-style-type: none"> The school liaises closely with the SEND Team.

<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>All teaching staff and TA's have accessed training in the new Code of Practice and behaviour management. TA's are to receive training in delivering the Speech Bubble language and communication program.</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>The school effectively uses our resources of TA's to help support and enable children to access school trips, visits and residential visits – this includes pre-visits where appropriate. We believe these are a valuable and essential part of the curriculum and ALL children will be fully included with the exception of circumstances where certain trips or activities would put the pupil or others at risk. In exceptional circumstances, possibly in Medical cases a parent may be asked to attend a residential to ensure a child is able to access safely the residential or visit.</p>
<p>How accessible is the school environment?</p>	<p>The teaching and learning environment is inclusive and teachers adapt the classroom and wider school environment to meet individual pupil's needs.</p>
<p>How will the school prepare and support my child when joining Fishwick or transferring to a new school?</p>	<ul style="list-style-type: none"> • If appropriate an Action for Inclusion meeting is held to ensure a smooth transition takes place. • The SENCo and Class Teachers liaise closely with the establishment the child is transferring to or from. • Notes/information is shared between institutions / services / outside agencies to ensure the highest standard of provision is in place. • School works very closely with external professionals eg Occupational Therapist's to ensure environment is fully prepared for child's transition. • The SENCo ensures information is passed on to ensure children are fully supported. • Professionals are tasked in Year 5 transition reviews, where appropriate, to complete audit of environment and begin transition arrangements with plenty of time. * Additional transition time / visits are accommodated.

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<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • In class support to aid delivery of targets. • Speech and Lang. support / interventions – group / 1:1 • Social skills groups. • Additional planning for transition. • Access arrangements for ALL assessments. • Use of ICT. • Visual timetable. 	<ul style="list-style-type: none"> • In class TA literacy and numeracy support. • Catch up Programmes. • Intervention groups – to ensure expected progress is made. • Differentiated resources – word banks, spelling lists etc.. • 1:1 precision teaching . • Small group Literacy programmes and Interventions • Small group Numeracy Interventions • Additional planning for transition. • Coloured visual aids / interactive boards linked to laptops /background suited to cohort. 	<ul style="list-style-type: none"> • Social skills groups • Nurture groups and life skills activities. • Monitoring at break/lunch times – lunchtime games. • TA support at lunchtimes. • Sensory room • Access arrangements in place for assessment. • Behaviour Programme – Anger Management techniques etc.. • Individual Action Plan. • Peer mentoring. • Additional planning for transition. • Behaviour Support Team if necessary. 	<ul style="list-style-type: none"> • Keyboard skills training • Handwriting / Fine motor programmes • Exam Access arrangements. • TA to monitor safety and give discreet support to enable key children to be as independent as possible. • Individual Speech and Lang. therapy by TAs • Specialist seating / chairs, ICT etc. • Additional planning for transition.

<p>How is the decision made about how much / what support my child will receive?</p>	<p>Primary aim is to ensure children are able to access the curriculum as independently as possible and to develop key self-help strategies for learning / socialising.</p> <p>Support is reviewed at least termly or whenever a target is achieved (whichever is the soonest), through SEND reviews and Pupil Progress Meetings. Decisions are based on progress and the level of need and can be linked to areas other than attainment.</p> <p>The school adheres to the 'graduated response' to SEND and in some cases guidance on progress will be sought from appropriate outside agencies.</p>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>As well as formalised opportunities outlined above, key staff will liaise with parents as appropriate and parents are encouraged to always discuss any queries or concerns with school staff.</p>
<p>Who can I contact for further information?</p>	<p>In the first instance, liaise with the Class Teacher. They will liaise with the Head or SENCo and / or other agencies if necessary.</p>