Claverley School information report

What is an information report?

The information report puts all the information about, Education, Health and Care services, leisure activities and support groups in one place. It has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- To make provision more responsive to local needs and aspirations.

The information report must be developed and reviewed in partnership with children, young people, parents and carers, and local services, including schools, colleges, health and social care agencies.
The information report will provide all the information you need to help you identify suitable support, to increase your knowledge so that you can make informed decisions about the resources needed to enable your child or young person with special educational needs and disabilities to be able to participate, and to enjoy and achieve their goals.

The Local Authority's local offer

http://shropshire.gov.uk/local-offer/

The Local Authority's local offer gives details about services the Local Authority can offer to children and young people in their area with special educational needs and disabilities.

Introduction to our school

Claverley is a small, rural school with pupils ranging from 4 to 11 years old and there are currently 111 children on roll. There are four classes at our school, all of which are mixed year groups.

We are an inclusive school and encourage pupils to achieve their potential through adult support, target setting with the children and intervention groups.

Who are the best people to talk to at Claverley Primary School about my child's difficulties with learning/special educational needs or disability?

SENDCO (Special Educational Needs and Disabilities Coordinator)

Claverley school Special Educational Needs and Disabilities Coordinator is Helen Harper-Jones and can be contacted at the school on 01746 710636. From Autumn 2019 Mrs J. Derrer (Headteacher) is taking on the role of acting SENCo.

Claverley School information report

Responsible for:

- Ensuring that you are involved in your child's learning.
- Is kept informed about the support your child is receiving
- Is involved with reviewing their progress with the other members of staff
- Liaising with the head about resources, progress and support for children with special educational needs and disabilities.
- Liaising with outside agencies which come into school to support your child's learning such as The Educational Psychologist, the Sensory Inclusion Service etc…
- Updating the school's special educational needs and disabilities register and school provision maps.
- Reviewing and updating resources available in school to ensure they meet the needs of the children by carrying out audits.
- Checking child centred plans have been completed for your child if necessary and that the targets are being carried out.

Class teacher

Responsible for:

- Reviewing the progress of your child and identifying, planning and delivering additional support for your child and letting the Head teacher and SENDCO know where necessary.
- Writing child centred plans and sharing and reviewing these with parents once a term.
- Ensuring all staff working with your child deliver the planned work so that they can achieve the best possible progress. This may include teaching assistants and other additional adults, outside agency support and specially planned intervention activities.
- Ensuring the schools special educational needs and disabilities policy is implemented and followed in their classroom.

Head teacher

Responsible for:

- The day to day management of all aspects of the school including the support for children with special educational needs and disabilities.
- They will give responsibility to the SENDCO and class teachers but are responsible for ensuring that your child's needs are met by the staff.
- They must make sure that the governing body are kept up to date with any issues relating to special educational needs and disabilities in the school.

Claverley School information report

Special Educational Needs and disabilities (SEND) Governor

SEND Governor for 2019-20 is Mrs Marcia Sandel-Massey
Responsible for:

- Making sure that the necessary support is made for any child who attends the school with special educational needs and disabilities.
- Liaising with the Head teacher and the SENDCO on a regular basis.

Which kinds of SEND are provided for at Claverley?

We can currently provide support for children with hearing impairment as several of our teaching assistants and teachers have received training from the Sensory Inclusion Service. We can provide support for children with Autism as all staff received training from Woodlands Outreach Service. Our teaching assistants are trained to deliver intervention programmes such as the SNIP spelling programme, Toe by Toe, Springboard and Power of 2 to support our children with Dyslexia.

How we consult with parents and carers of children with Special Educational Needs

At Claverley we have an open door policy and are happy to talk to parents about any concerns they may have about their child at a mutually convenient time. If you would like to discuss your child with us, please contact the school office to make an appointment to speak with either the class teacher, head teacher or special educational needs coordinator as you feel appropriate.

We have three parents' evenings a year to discuss children's progress and three parent meetings a year to discuss child centred plans with parents of children with SEND.

We arrange assessments of children with outside agencies such as Woodlands Outreach Service, the learning support advisory teacher and the Sensory Inclusion Service and arrange meetings for parents with the agencies to discuss reports written regarding their child.

How we consult with our pupils with Special Educational Needs and disabilities

We have a school council where children have the opportunity to say what they would like to happen in our school.

We talk to the children about how they learn best and implement it in class. We discuss child friendly child centred plans with the children looking at their progress and set new targets.

Teachers and teaching assistants work very closely with the children with SEND carrying out interventions and group work in class discussing any difficulties they may be experiencing and celebrating achievements with the children.

Claverley School information report

What are the different types of support available for children with special educational needs or disability at Claverley Primary School?

Class teacher input via targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- Their class teacher has the highest expectations for your child and all the children in their class.
- The teaching builds on what they already know, can do and understand.
- Their teacher has different ways of teaching so that all children are fully involved in the learning in class. This could include using practical methods for learning.
- Specific strategies could be used to support your child with their learning which may have been suggested by the SENDCO or an outside agency.
- Your child's teacher will review your child's progress regularly and assess whether there are any gaps in their learning and implement extra support to help them make the best possible progress.

Specific group work with small groups of children

These small groups are often known as 'Intervention groups' by all schools and can be run:

- In the classroom or in another room within the school.
- By a teaching assistant who has had the relevant training to deliver the intervention.

SEN Support (formally School action)

This means that the child has been identified by the class teacher as needing extra support delivered in school.

For your child this would mean:

- They are involved in small groups which have particular targets to help them make more progress.
- A teaching assistant will lead the small group interventions and provide class teachers with regular feedback on progress made.

SEN support (formally School Action Plus)

This means that the child has been identified as needing specialist support and/or advice from a professional outside the school such as the learning support advisory teacher, the Educational Psychologist, the Sensory Inclusion Service etc……

For your child this would mean:

- You as the parent will be asked to attend a meeting to discuss your child's progress and help to plan ways forward setting your child targets to achieve using a child centred plan.
- You could be asked to provide permission for the school to refer your child to outside agencies such as the learning support advisory teacher or the educational psychologist etc……
- The specialist professional will offer advice and support to be able to support them appropriately in school.

This could include:

- Making changes to the support your child receives in class, for example, introducing some individual support or making changes to some aspects of teaching.
- Support and advice to set more appropriate targets for your child to achieve.

Specified Individual Support – Education, health and care plans

This means that the child has been provided with an Education, health and care plan and has had to go through an assessment to be granted this plan. An Education, health and care plan is only given if a child is identified as having a particularly high level of individual or small group teaching which cannot be provided from the school budget. The child's learning needs might be severe, complex or lifelong and usually your child will have needed support from a professional outside of the school. This may be from a service such as Woodlands Outreach or the Sensory Inclusion Service for children with a hearing or visual need.

Having an Education, Health and care plan would mean:

- The school can request a statutory assessment of your child's needs. This is a legal process which sets out the amount of support needed for your child.
- Once the school have requested a statutory assessment, a panel of educational professionals will decide whether your child's needs are severe, complex or lifelong and whether they need more than 20 hours of support in school to make good progress. If the panel feel they do then they will agree to write an Education, Health and Care plan. If they do not feel the child needs an Education, Health and Care plan the panel will ask the school to continue with the SEN support stage.

If your child is given an Education, Health and Care plan:

- The Education, Health and care plan will outline the banding for top up funding your child will receive from the local authority and how their support should be used in school and any strategies which must be put in place.
- The plan will also have short and long term goals for your child to achieve.

The additional support outlined in the plan may be used in a variety of ways such as:

- Whole class learning
- Running individual or small group programmes which also involve your child.

Who are the other people providing services to children with special educational needs and disabilities at Claverley Primary School?

Directly funded by school:

- Learning support advisory teacher
- Educational Psychologist
- Woodlands Outreach Service
- Sensory Inclusion Service

Paid for by the Health service but delivered in school:

- School nurse
- Occupational therapy

Other services privately funded:

- Up, Up and Away Nursery providing before and after school care

Contact details of support services for parents of pupils with special educational needs and disabilities

SEND IASS (Information Advice Support Service) – Formerly Parent Partnership

IASS (Information Advice Support Service) aims to increase the confidence of parents/carers of children with special educational needs and disabilities by offering information, advice and support.

Contact details

The Glebe Centre,
Glebe Street,
Wellington,
Telford,
TF1 1JP

01952 457176

Email address: info@iass.org.uk

Website: http://www.autismlinks.co.uk/support-groups/group-support-west-

midlands/shropshire-and-telford-parent-partnership-service?region=

How we involve our pupils with special educational needs and disabilities in the assessment and review process

The pupils at Claverley Primary School are encouraged to be active participants in their assessment and learning. They are encouraged to think about the progress that they have made and what they feel their next steps may be as they complete 'closing the gap marking' in English where suggestions are made by the teacher about how they could improve a piece of writing and the children are then given time make those improvements. In Maths progress grids are used to give pupils a clear idea about how they are progressing in relation to the national curriculum objectives.

How we support the emotional and social development of our pupils with Special Educational Needs and disabilities

At Claverley Primary School we actively seek to support and nurture the emotional needs and social well-being of all of our pupils. We monitor all of our pupils carefully and actively encourage any pupils who are anxious or worried about anything to talk to the adults within our school at any time. As well as being able to talk to the adults within school, a lady from the parish who is trained in counselling comes in once a week at lunchtime to be a 'listening ear' for the children and they are invited to go and talk to her about any worries or anxieties they may have. One of our teaching assistants has also received training to provide mentoring through the use of Lego which is delivered to certain children after being identified as needing the support by staff.

How we support our pupils at times of transition

Children have taster days before they start in Reception to become familiar with the setting and staff. The Early Years staff also hold meetings for parents of children starting in Reception to discuss the transition period.

Throughout the rest of the school, taster mornings take place in the summer term so that the children can experience what it is like in their new class ready for September. The teachers also meet with each other towards the end of the summer term to discuss the children who are moving classes. The local secondary schools arrange meetings with the year 6 staff to discuss children moving to their school and arrange taster days for the children so that they can experience what life is like at their new school. Extra taster days are arranged for the year 6 children with SEND so that they have a longer period of time in their new surroundings at secondary school.

Claverley School information report

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs and disabilities

We buy in a variety of resources to support our children with their learning such as pencil grips and gel boards.
There are visual timetables on show in the class rooms.
Teaching assistants support the children with SEND on a one to one basis and in small groups in each class.
Lessons are differentiated so that children can access the curriculum. All staff follow guidance from outside agencies about how to adapt the curriculum to meet the needs of the children.

The new School building is accessed by ramps, there are no stairs in the school and there is a disabled toilet on site.

How can I let the school know I am concerned about my child's progress?

If you have any concerns about your child's progress you should speak to your child's teacher at a mutually convenient time. If you are not happy that your concerns have been dealt with appropriately then please book an appointment to speak to the Head Teacher.

How is extra support allocated to children?

The Head Teacher allocates a budget for special educational needs in the school based on the needs in the school at the time. All teaching staff attend progress meetings each term, where support is reviewed and changes are made where necessary. All resources and staff training are reviewed regularly throughout the school year.

How are the teachers in school helped to work with children with special educational needs and disabilities and what training do they have?

Teachers and teaching assistants attend training sessions with outside agencies such as Woodlands Outreach Service and the Educational Psychologist to enable them to meet the specific needs of the children in their class. There are a wide variety of resources in school such as Clicker 5, SNIP spelling programme, Toe by Toe and Springboard - a maths catch up programme. These resources enable teachers and teaching assistants to provide children with SEND with extra support.

How will we measure the progress of your child in school?

Your child's progress is monitored closely by their class teacher and any concerns raised about a child's progress are discussed with the Head Teacher and the senior

leadership team. Every term there is a pupil progress meeting when every member of the teaching staff discusses the progress made by each child from Reception up to year 6.
Each child who is SEN support or has an EHCP has a child centred plan which is reviewed each term to see if they have achieved their targets. The children with an Education, Health Care plan have their progress formally reviewed at an annual review meeting when the parents of the child are invited to attend and any outside agencies involved such as Woodland Outreach or the Sensory Inclusion Service.

The assessment coordinator along with the Head Teacher, also monitor the progress made throughout the school during the term.

The special educational needs and disabilities coordinator monitors the progress of the children with special educational needs looking at the progress they have made and the intervention that they have received.

What support do we have for you as a parent of a child with special educational needs and disabilities?

Your child's class teacher is available at a mutually convenient time to discuss any worries or concerns you may have regarding your child's progress. The Head Teacher is also available to discuss any concerns you may have further to a discussion with the class teacher. Please see the school administrator to book an appointment if necessary. As well as this, a home school journal is given to the children which we encourage you to write in if you have any comments to make regarding their reading at home or homework they carry out as well as comments regarding your child in general.

How we assess and evaluate the effectiveness of our special educational needs provision and how we involve parents, carers and pupils in this process

Each term all of the teaching staff evaluate the school's provision maps and make changes where necessary and suggest ways that the provision in the school can be improved. This information is then used to inform and update the next provision maps.

The effectiveness of the interventions in school and the strategies that have been put into place are evaluated through: child centred plan reviews, annual review meetings, termly reading and spelling assessments, end of year assessments using SAT tests and QCA tests and the pupils in year 1 complete phonics assessments at the end of the year.

Parents are given questionnaires during the school year to give feedback about provisions throughout the school and this feedback is then used to inform decisions about the provisions made in school.

Claverley School information report

What extra curricular activities are available at Claverley?

We have a wide range of activities available here at Claverley which are inclusive to all children. We like to change certain clubs each term so that the children can experience a variety of opportunities. Currently we have on offer to the children: Multi skills, Craft, Choir, Stage, Craft, Football and Street Dance, Fencing and Coding.
All of the pupils in key stage 1 and key stage 2 have access to their own recorders which are taught by the class teacher.