



*Special Educational Needs and
Disabilities (SEND)
School Information Report for
parents/carers*

Anna Seward Primary School

Last updated September 2023

What are our values and aims?

At Anna Seward Primary School we believe that every child is unique and should be valued as an individual. Some of our children may need more support to access school life and there are a number of ways that we try to achieve this. As we are proud members of The Arthur Terry Learning Partnership, we share our ethos and values within the Trust. More information can be found at [Purpose and Vision - The Arthur Terry Learning Partnership \(atlp.org.uk\)](https://atlp.org.uk)

Our school information report aims to support parents in understanding how we meet the needs of our children with SEND. This forms part of Staffordshire's local offer which can be found at [Staffordshire Connects](https://staffordshireconnects.org.uk)

Our school special needs co-ordinator is **Mrs Michelle Spires**. Her role is to oversee provision for our children with additional needs. She can be contacted via the school office, or email SpiresM@annaseward.atlp.org.uk

SEND at Anna Seward

Our school provides support for pupils with the following needs:

Communication and interaction/Speech and Language

Cognition and learning

Sensory and or physical needs

Social, emotional and mental health difficulties

How do we identify if a child has Special Educational needs

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEND as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Where pupils’ progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

Concerns may also be raised through:

- Liaison with Infant school/previous school
- Discussions raised by parents/carers
- Liaison with external agencies eg for a physical/medical need
- A health diagnosis through their paediatrician or other health care professional

There can be many reasons for learners not making expected progress. These may include absences, attending different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable and may need extra support to help them achieve. This does not mean that all vulnerable learners have SEND. Only those with a difficulty that requires special educational provision will be identified as having SEND.

What happens if it is considered that my child may have special educational needs?

As soon as any concern is raised about a child, parents/carers will be contacted to discuss this. We then follow the graduated approach and the assess, plan, do, review model as stated in the Code of practice 2015.

This can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Once a concern has been raised and are parents informed, the class teacher and SENDCo monitor the pupil carefully and ensure that quality first teaching strategies are in place. Interventions and classroom provision is tailored to meet the pupil's needs.

If concerns continue the child will be placed on the SEND register and, if needed, specialist agencies may be involved and further interventions and support will be put into place.

Where a child requires additional support that goes beyond what a school, college, or nursery can typically deliver from their own budgets or staffing then they may need to apply for additional funding or, from this, an Education, Health and Care Plan (EHCP) - An [EHC plan](#) is a legally binding document outlining a child or Young Person's Special educational, health, and social care needs.

What should I do if I think my child may have special educational needs?

At Anna Seward Primary School, we pride ourselves on building positive relationships with parents and carers. We encourage an open and honest relationship whereby we can develop quality support for your child.

If you would like to raise a concern, please either discuss your concern with your child's class teacher in the first instance. A meeting may then be arranged with the school SENCo.

How will school support my child?

- The SENCO and school leadership team oversees all support and progress of any child requiring additional support across school.
- Support may be universal, targeted or specialist depending on the need of the child . The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made.

- **Universal provision**-Universal provision in schools and settings is what is in place for all pupils to enable them to make expected progress.
- **Targeted provision**-Targeted support is additional, time-limited, tailored intervention support programmes. Targeted support can be for any area of difficulty, including literacy, numeracy and behaviour. Pupils receiving targeted support do not necessarily have SEND. Universal support remains in place.
- **Specialist provision**- Specialist support refers to increasingly individualised SEND programmes.

- Additional adults may support your child in your school. This may be in class, small groups or 1:1 interventions.
- When additional equipment or support is needed this is looked at on an individual basis and matched to the needs of the children.

How does Anna Seward Primary School support the SEND of my child?

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: [Assess Plan, Do and Review](#).

Those children not making progress over a period of a half term maybe placed on monitoring and parents notified. Those children not making progress for two full terms will be placed on the SEND register. A child can only be removed from monitoring or the SEND register after two full terms of progress can be measured.

Assess - This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and the child.

Plan - This stage identifies the barriers to learning, planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do - The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching with other staff. The teacher will plan and assess the impact of support and interventions and ensure it links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review - Reviews of a child's progress will be made half-termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

All of those involved - child, their parents or carer, class teacher and SENDCo contribute to this review. This stage then informs the next cycle, if necessary.

Each child's Learning Plan, (LP) will be drawn up by the class teacher in consultation with the child and their parents with support from the SENCo if necessary. LP targets are termly but maybe reviewed earlier if necessary to support the child or if achieved early. All Learning plans are sent home.

Child Progress Meetings are held termly. This is a meeting where the classteacher meets the Senior Leadership team or SENCo to discuss the progress of the children in their class.

Occasionally a child may need more expert support form an outside agency such as the Paediatricians, Speech Therapists, CAMHS, Autism Outreach Team etc. Referral maybe made through parents to GPs or in some cases, a school referral maybe completed with parent consent.

While the majority of learners with SEND will have their needs met with quality first teaching, in extreme and complex cases some may require an [Education, Health and Care plan \(EHCP\) needs assessment](#) to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

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

- Our curriculum is designed to be inclusive and to allow all learners to engage in all activities. We aim to give children a range of learning opportunities and styles so that they can find the areas that they can excel in.
- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. This may be in the form of differentiated activities, extra resources, pre-teaching, extra modelling and scaffolding. Some children may require more personalised curriculums which will be agreed with the SENDCo, parents/carers, teachers and, if required, outside agencies.
- We make reasonable adjustments for all pupils, including disabled pupils to ensure that children with SEND are able to access all aspects of school life. We do this by planning and risk assessing any curriculum and non curriculum activities to ensure they are accessible to all and adjustments are made when needed. Our accessibility policy is available on our school website.
- Our admission policy is based on upon the agreed Staffordshire County Council admissions policy.
- Normal admission arrangements will be followed for pupils with SEND.
- When children with disabilities join our school we work closely with parents/carers and any professionals involved to ensure disabled pupils can access our school.

How do we adapt the curriculum and learning environment to meet the needs of our children with SEND?

We make the following adaptations to ensure all our pupils' needs are met:

- Differentiating our curriculum to ensure all pupils have access to it, by grouping, 1:1 work, teaching style, adapting content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, assistive technology, larger font, coloured overlays, practical resources etc.
- Adaptive teaching, for example giving longer processing times, pre-teaching of key vocabulary, reading instructions outload etc
- Following advice from outside agencies and specialists.

How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an open door policy where you are welcome any time to make an appointment to meet either the class teacher, SENDCo or senior leadership team and discuss how your child is getting on. We can also offer advice and practical ways you can help your child at home.
- We believe that your child's education should be a partnership between home and school, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on our SEND register, they will have a Learning Plan which will outline individual pupil information and learning targets.
- You will be invited in to school on a termly basis for a pupil centred review meeting where we will discuss the needs and progress of your child. These meetings ensure that everyone develops a good understanding of the pupil's areas of strength and difficulty, parents/carers concerns are taken into account and that everyone understands the agreed outcomes and next steps for the pupil.
- Any reports from outside agencies will be sent home and you will be invited into school to discuss these reports. If working with outside agencies, meetings with the professionals may take place with school and parents to ensure a collaborative approach.

How does the school know how well my child is doing?

- As a school, we measure children's progress in learning against The National Curriculum expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.
- Children who are not making expected progress are identified through pupil progress meetings with the class teacher, Deputy /Head teacher/ Phase leader / SENDCo. In this meeting a discussion takes place concerning which children are experiencing difficulty and what further support can be put in place. If your child is discussed at one of these meetings, you will be informed.
- When the child's Learning Plan is reviewed, comments are made against each target to show the progress the child has made and are shared with parents/carers.

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

- We are very proud of the pastoral support we provide for all the pupils and families at our school.
- We have a dedicated and highly skilled team at ATLP ready to help and encourage pupils and families who wish to discuss any problems or request extra support. This can range from friendship issues, attendance, family breakdowns, bereavements or any emotional difficulties that arise during the course of the year.
- Our vision is to ensure that all children feel safe and happy in our school and to help them overcome any barriers to learning they may have. We are here to ensure all children receive their potential and are prepared for life.

How will my child be able to contribute their views?

At Anna Seward Primary school, we value and celebrate each child being able to express their views on all aspects of school life. During each review cycle, children have the opportunity to share their views and interests which are incorporated into the single page profile of their Learning Plan. Where appropriate, targets are also shared and discussed with pupils.

Children are encouraged to self assess and share their views during lessons and interventions.

Where appropriate children will be invited to attend their EHCP review meetings. Where possible, meetings will take a person centred approach.

What specialist services and expertise are available at or accessed by the school?

- Michelle Spires is a fully qualified teacher who has taught in a range of schools and areas since 2008. She holds the National SEND Qualification Award and has 12 years experience in the role of SENDCo. Michelle Spires is non class based and leads SEND within the Lichfield Hub of ATLP Schools.
- All our teachers and support staff are given regular training throughout the year. Any new staff are given a full induction and SEND training.
- We have a team of dedicated teaching assistants with many years experience. All TAs have at least a Level 2 qualification.

Where needed, we work with a range of outside agencies including:

- SENDIASS
- Educational Psychology service
- Speech & Language MPFT
- CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapy
- Physio Therapy
- Community Paediatricians
- Family Support Service - Malachi
- Action For Children
- Social Services
- Sensory Support Services
- Autism Inclusion team

What is the school's approach to supporting children in transition periods?

Anna Seward Primary School recognises the importance of effective transition and has a number of strategies to support children.

- Regular and extra visits to new classrooms/ settings.
- 1:1/small group transition sessions.
- Contact with staff/SENDCo from previous/ new settings.
- Transition meetings for staff to discuss needs of individual children.
- Transition sessions with parents/carers to meet new members of staff.
- Transition booklets/posters for children.
- Personalised transition programmes when needed.
- Learning Plans and essential information passed on to next teacher/setting.

How does the school evaluate effectiveness of its provision?

We evaluate the effectiveness of provision for pupils with SEND by:

Regularly reviewing pupil's individual progress towards their targets on a termly basis.

- Reviewing the impact of interventions at regular intervals
- Gathering parents/carers and pupil voice
- Working closely with local SENDCos and SENDCos within The Arthur Terry Learning Partnership
- Working closely with outside agencies
- Monitoring of books, lessons, data by SENCO
- Evaluating the school SEND action plan
- Using provision maps to measure progress
- Holding termly meetings with class teachers and parents/carers
- Annual reviews for pupils with EHC plans

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Michelle Spires, our SENCO, or other members of the senior leadership team.
- Explore our SEND policy [Policies - The Arthur Terry Learning Partnership \(atlp.org.uk\)](#)
- [Staffordshire Guidance](#)

Who can I contact for further information?

The Staffordshire **Special Educational Needs & Disability Information, Advice and Support Service** ([SENDIASS](#)) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

The service is impartial, confidential, and free. If you're a parent or young person being assessed, the service can:

- Help you to understand the referral process
- Act as a named contact throughout the process
- Help you to communicate with everyone involved in the assessment process
- Provide information about personal budgets
- Put you in touch with other people who can help, if necessary.