

## **Publishing information: SEN information report/local offer 2016/17**

The kinds of Special Educational Needs that are provided for

- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Global learning difficulties
- Hearing Impairment
- Visual Impairment
- Micro deletion syndrome
- Dyslexia

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SEN Coordinator (mainstream schools)

- Meet with nurseries to discuss any SEN issues
- Attend review meetings for children who are starting Willow
- Teacher initially flags up an issue/fact that child is not making progress; sometimes this is as a direct result of parents raising a concern.
- Needs are discussed with SENCO who would then contact outside agencies
- Team around child meetings held to assess needs and next steps
- Provision mapping
- Regular monitoring

Arrangements for consulting young people with SEN and involving them in their child's education

- SENCO/class teacher makes contact for specific issues
- TAC meetings
- Target sharing/discussion with class
- Information sharing
- Review meetings
- Informal daily contact

Arrangements for consulting young people with SEN and involving them in their education

- Pupil viewpoint
- Pupil progress meetings
- Target setting

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

- Half termly progress reviews (parents informed)
- Individual Education Plans renewed half termly
- Provision map reviewed

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- Transition meetings/visits with secondary schools

The approach to teaching children and young people with SEN

- Inclusive teaching, working as a team with Teaching Assistant
- High expectations
- Clear differentiation of tasks

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

- Planning for personal learning
- Specialist equipment provided if required (Heatherwood accessed) and environment adapted.
- Personal Education Plan completed
- Specialist training provided

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- Some in-house training (DVDs) ; books
- CPD courses offered
- HI, VI, Educational Psychologists, Family Support Service, Children's Centres, CAMHS, SPL, Occupational Therapists.

Evaluating the effectiveness of the provision made for children and young people with SEN

- Monitoring of progress
- Drop in's
- Parent meetings

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- Encouraged to be fully inclusive
- Engage with professionals to provide for e.g. larger fonts; laptops; speech and language, occupational therapist – whole class participation where possible.
- Inclusive 'after and before' school clubs

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

- Named adult in school
- Home/school diaries
- Self-esteem group
- Counselling
- Peer Buddies

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

\*see previous list

Arrangements for handling complaints from parents of children with SEN about the provision made at the school 6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN

- Complaints are passed to SENCO
- Discussion with class teacher/TA
- Meeting arranged
- Structured conversations take place
- Targets set to improve outcomes