



School's SEN Information Report for Parents/Carers

September 2017

This is a summary document for parents/carers.

Our full SEN information report is published on the school website.

Our Vision

Our school believes that all pupils should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities [SEND]. We support pupils with SEND to be included in all aspects of school life.

Special Educational Needs/Disabilities Team

Inclusion Leader/SENCo: Sarah Gurbutt

Governor Responsible for SEN: Natasha Williams

How we support children with SEND

Each pupil in the school has access to quality first teaching within the classroom. Some children need some extra support that is 'additional to and different from' that which is offered by the classroom planning. In these cases, the children may be placed on SEN support and a personalised programme is set up for them which will be linked to the graduated approach of assess, plan, do, review. For some children, who need further support, an assessment for an Education, Health and Care Plan may be requested.

Special Educational Needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

It is vital that we work closely with yourselves as parents and carers to make sure we are providing the best support we can for your child. To this end, we welcome your views and comments as part of our partnership with you and ensure we have both formal and informal ways of involving you.

- *Formally through:*
 - Parent consultation meetings
 - Termly review meetings
 - Parent views
 - Annual reviews for children with a statement/EHC plan
- *Informally through:*
 - Discussion at the door
 - Communication books
 - Emails
 - Invite parents to meet with specialist teachers, E.P.'s and outside agencies
 - Phone calls
 - Parent drop in meetings

We also make sure that the child's voice is heard through a range of ways such as:

- One page profile
- My views document and other person centred planning tools
- Conversation with teacher/learning support assistant [LSA]/Higher Level Teaching Assistant [HLTA]/Special Educational Needs Co-ordinator [SENCo]
- School Council
- Progress reviews
- Pupil Questionnaires

These ensure that we are able to respond individually to our learner's choices, preferences and needs and are able to get to know your child well.

Our staff expertise and professional partners

All our staff at de Vere Primary School are trained in aspects of SEN and are able to support children with a wide range of needs. They are dedicated to the wellbeing and progress of each child within the school.

From time to time, our school will call on other professionals such as: members of the specialist teacher team or paediatricians, social workers, educational psychologists to enable us to support your child further. You will always be asked for consent to allow these professionals to work with your child.

Our policies and provision

The school delivers the requirements of the Early Years Foundation Stage and the National Curriculum and adapts these according to individual needs. We work with a key skills approach focussing on teaching learners the skills they need for lifelong learning and independence.

We support learners as they move through the different phases of education and life, from visiting your child at their pre-school learning environment to the transition between primary school and secondary school. As each stage is reached, staff work hard to ensure that there is a smooth transition and support each child with their individual requirements.

A range of our school policies are available on our website or we can provide copies on request. This includes our SEN policy and Complaints procedure.