

SEN Information Report

The SENCO at Furness Vale Primary School is Mrs Ruth Parry and the governor with responsibility in this area is Mrs Laura Shepley.

The SENCO has day to day responsibility for the operation of the SEN policy and co-ordinating specific provision identified to support individual pupils with SEN, including those with Education Health Care Plans (EHCP) or who are in receipt of GRIP'S.

The SENCO works closely with staff, parents and carers, and other agencies.

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with all staff including allocated SENTA's, parents and other agencies. The SENCO also works closely with professionals providing a support role to families at home and in school to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO plays an important role with the governing body. As well as determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN, It is the responsibility of the SENCO to provide regular reports and updates in changes to legislation.

Support for SEN

We recognise that children make progress at different rates and have different ways in which they learn. Class teachers monitor and adapt their planning and delivery of lessons to ensure that all children can access the curriculum at their level. This will involve the organisation of the classroom, the books and materials they give to each child. The environment in which all children are working is carefully considered to ensure each individual, regardless of any hindrance to learning they may have is appropriate and meets their needs. All teachers consider a number of options and choose the most suitable ways to help each child learn from a range of activities. This is often described as, "A Differentiated Curriculum".

Children who have made less progress or are experiencing difficulties in any area of the curriculum will be provided with targeted support from; the class teacher, SENTA, SENCO or specific agencies to promote optimum learning. Parents/carers are informed of all action taken by the school.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN. There may be many reasons that can stall a child's progress.

The SEN Code of practice describes how help for children with special educational needs should be made through a step – by – step process which is known as 'A Graduated Response or Approach'.

This graduated approach recognises that children learn in different ways and identifies different kind conditions recognised as SEN. Once a child's needs are identified a care plan is issued through consultation with parents, the class teacher and SENCO. Specialist expertise may be purchased by the school to support individual children, deliver continual professional development (CPD) for staff or offer advice to ensure achievable targets are set. Once a Care Plan has been identified and issued it is carefully monitored, and reviewed by the schools SENCO then progress reported to parents/carers.

They will also be involved in reviews of support provided to their child, and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

Parents - what to do if you have concerns/worries

If you think your child may have a special educational need that has not been identified, you should initially talk to your child's class teacher, or to the Head teacher straightaway. It is best to start with your child's teacher as they are the member of staff that will know your child the best. You will be able to discuss your concerns confidentially and if your child requires additional support this will be identified by the teacher. However if external agency input or assessment is required the class teacher will involve the school SENCO and she will be able to explain what will happen next.

Working together with your child's teachers will often help to sort out worries and problems. It is important that school and home work in partnership with each other to ensure your child achieves optimum success with their targets.

Questions you might want to ask your child's teacher:

- Does the school think my child has difficulties?
- Does the school think my child has special educational needs?
- Is my child able to work at the same level as other children of a similar age?
- Is my child getting any extra help in class?
- How can I help my child at home?

School – What we will do for you

We will consult parents /carers about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teacher, SENCO, the child's SENTA or with any other professional person working with your child.

It is important that all persons involved with your child work in collaboration with parents and carers. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation for target setting.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy of all care plans can be viewed in the child's folder in school.