

SEN Information Report



Altrincham C.E. Aided Primary School

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

Questions

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1. What kinds of special educational needs does the school provide for?

The School provision for Educational Needs include:

- they are experiencing persistent learning difficulties;
- their behaviour is affecting their performance;
- they have a statement of special education needs under the provision of the 1980 Educ. Act;
- they have a physical disability;
- their parents have made such a request;
- a teacher has made such a request and the parents have been informed;
- they are experiencing temporary/ long term significant unsettling circumstances.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

The school monitors and tracks the performance of all pupils. Early Identification and support underlines the school's commitment to the value of intervening as soon as possible, without delays and complicated approaches.

Parents work closely with the school and services. Please speak with the school teacher and/or School SENCO if you have any worries or concerns.

Parents feel confident in that the school and supporting services communicates a clear offer.

Transparent information is provided by the school and consultation with parents about allocated funding and agreed support in place to meet pupil needs.

3. How will both you and I know how my child/young person is doing?

Parents will be invited to take some active part in determining the action plan. The school will make it clear how they can support the programme by activities at home or by coming into school to provide assistance. They will be informed in writing when the child's name is placed on the register and when it is removed. They will have access to the child's action plan and will be provided with the school SEN Staff or other support agencies reports, when the child is receiving help from them.

Parents will have the usual opportunities to discuss the child's progress at the two parents' evenings held in the year and will be provided with the customary pupil's end of year Record of Achievement. Other specific information will be communicated to parents through appointments specifically designated for this purpose. Steps should be taken to maintain confidentiality and sensitivity to parents' concerns when discussing the child's difficulties.

4. How will the curriculum be matched to my child/young person's needs?

This will be reviewed by class teachers on a day to day basis and where appropriate the help and support of the S.E.N.C.O should be sought if the teacher feels that the child is not making appropriate progress.

Each child's needs will be considered at the termly staff meeting.

SEN teachers will record and monitor the activities they plan for children in school.

5. How will school staff support my child/young person?

Where it is decided to provide SEN support, and having formally notified the parents, the teacher and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of

effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home

6. How is the decision made about what type and how much support my child/young person will receive?

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents will be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The school is required to meet SEN of the children and as so will:

- use best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people's SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO)

8. What support will there be for my child/young person's overall wellbeing?

The class or subject teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

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

Where, despite purposeful action by the setting, a pupil continues to make little or no progress over a sustained period, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, educational psychologists or specialist teachers. The decision to involve

specialists will be taken with the child's parents

10. What training have the staff supporting children/young people with SEND had?

The School SENCO is a specialist teacher with SEND.

The SENCO and staff attend I.N.S.E.T. training to keep informed about special educational need issues.

The school SENCO instigates appropriate school based I.N.S.E.T for the teaching staff.

The help and assistance of appropriate agencies should be enlisted at Early Years Action Plus of the procedure and a record should be kept of dates and actions in which they have been involved in the Action File. These outside agencies may include: -

The school nurse and/or representatives of the health authority; the Educational Welfare Officer, the Educational Psychologist, Representatives of the Social Services Department; Other schools or resourced unit provision;

Voluntary agencies or charities.

11. How accessible is the school environment?

All pupils have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

12. How are parents and young people themselves involved in the school?

Where a pupil is receiving SEN support, school informs 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 School aims to meet parents at least three times each year.

These discussions build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.

These discussions should be led by the SENCO with good knowledge and understanding of the pupil who is aware of their needs and attainment. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

13. Who can I contact for further information?

Please contact the school SENCO for further information 0161 928 7288

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The School SENCO will liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

15. What other support is available?

The school works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

SEN support should include the transitions between phases of education.