



# Compton All Saints C of E Primary School



## Special Educational Needs and Disability (SEND) Information Report January 2017

<p><b>Core Offer</b></p>	<p>Compton is a mainstream Church of England Primary School. At Compton we believe that all children flourish and thrive in a nurturing environment where pupils, parents/carers and school work in partnership. Through our key values of compassion, gratitude and honesty all pupils are supported to achieve their best, develop good social and emotional skills, become confident individuals and live fulfilling lives. We recognise the need to develop effective learning behaviours and at Compton we encourage the children to be proactive, inventive, determined and reflective. Our curriculum aims to broaden children's knowledge and understanding as well as develop their skills as a learner so that they are fully equipped to succeed in any challenges that lie ahead.</p>
<p><b>Related Policies</b></p>	<p>The following related policies are available to view on our school website at <a href="http://comptonallsaints.co.uk/policies/">http://comptonallsaints.co.uk/policies/</a> Accessibility policy, Admissions Policy, Behaviour Policy, Child Protection Policy, Safeguarding Policy, Single Equality Statement, Supporting Pupils with Medical Conditions Policy, Special Educational Needs Policy, Learning and Teaching Policy.</p>
<p><b>Identification</b></p> <p><i>How does the school know if children need extra help and what do I do if I think my child has special educational needs?</i></p>	<p>The school rigorously monitors the individual progress of all pupils. Early identification of any difficulties is an important part of the process and information from parents/carers, class teachers, the Inclusion Manager and external agencies helps to identify barriers to learning. Information from a previous setting may also highlight specific needs on transfer. Observations, tracking information and assessments and reports from external professionals can all contribute to the overall profile. We use the SEND (Special Educational Needs and Disability) Code of Practice 2014 to help us identify pupils needing extra help and guidance provided by the Local Authority ensures all schools have the same approach when a child is placed on the school SEN (Special Educational Needs) register. If parents are concerned about their child's progress, they should contact the class teacher in the first instance.</p>
<p><b>Range of Provision</b></p> <p><i>How will both you and I know how my child is doing and how will you help me support my child's learning?</i></p>	<p>There are four broad categories of SEN which are:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and Learning</li> <li>• Social, emotional and mental health</li> <li>• Sensory and/or physical</li> </ul> <p>The desired <i>outcome</i> for the child is the starting point. In school, the outcomes will be primarily educational. It helps us to think about the change we wish to make and then plan the provision to make a difference. If a child is receiving extra help there will be targets put in place to help 'close the gap' and achieve the desired outcome. Their progress will be closely monitored and we will seek to achieve accelerated progress to enable the pupil to meet at least age related expectations. Progress can also be made in areas which are not easily quantifiable such as self-esteem or communication skills. Progress is reported to parents at reviews held termly for pupils with SEND.</p>



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	<p>The Inclusion Manger uses anonymous data to report the progress of pupils with SEND to the Governors and liaises with the SEND governor regularly to evaluate the effectiveness of provision. SEND is also externally monitored by the Hampshire Inspectorate and Advisory Service (HIAS) and Ofsted.</p>
<p><b>How will the staff support my child?</b></p>	<p>The class teacher is responsible for all children in their class, including children with SEND.</p> <p>The Inclusion Manager co-ordinates support which is ‘additional to and different from’ their peers. Staff work in partnership with the pupil, parents/carers and any external professionals involved with the child, ensuring a ‘joined-up’ approach.</p> <p>Staff are deployed flexibly, according to needs within the school; this may include some group or 1:1 support. The nature and focus of support may be adapted following a review of progress.</p>
<p><b>How will the curriculum be matched to my child’s needs?</b></p>	<p>At Compton, high quality, inclusive teaching which is differentiated and personalised, is recognised as the most effective way to close the gap and achieve the desired outcomes for most pupils. When necessary, adaptations to the curriculum and environment can be made to help pupils make maximum progress.</p>
<p><b>How is the decision made about what type of and how much support my child will receive?</b></p>	<p>Additional support for pupils with SEND is organised within classes in consultation with the Head Teacher, class teachers and the Inclusion Manager. Learning Support Assistants (LSAs) are deployed in a way to maximise their impact whilst encouraging independent learners. Some pupils may be supported by a specific amount of learning support assistance through a Special Educational Needs Support Agreement (SENSA), an Education Health Care (EHC) plan or Statement of Special Educational Need.</p>
<p><b>What support will there be for my child’s overall wellbeing?</b></p>	<p>Compton considers the wellbeing of pupils to be of the utmost importance. School staff work closely as a team to respond quickly to any concerns about a pupil’s wellbeing. There are two Emotional Literacy Support Assistants (ELSAs) in school who can deliver a specifically tailored programme of support. Programmes are designed to be short term and can be delivered to a group or to individuals. Pupils requiring continued or complex emotional support can be referred to the Child and Adolescent Mental Health Service (CAMHS). CAMHS provides a helpline for schools and parents/carers with any urgent concerns and advice. Telephone: 01962 831044 or visit the link <a href="http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm">http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm</a></p>
<p><b>What training is provided for staff supporting children and young people with SEND</b></p>	<p>The Inclusion Manager, Sally Etheridge, holds the Accredited National SENCo Award (ANSA).</p> <p>All Learning Support Assistants and Special Needs Assistants are subject to a performance management cycle which includes the identification of training needs and targets to maintain excellent levels of support for pupils with SEND.</p> <p>Weekly LSA meetings are led by the Inclusion Manager and include in-house training opportunities which are tailored to the needs of our pupils.</p> <p>All staff have access to the Inclusion Development Programme (IDP).</p> <p>We endeavour to provide other training opportunities in response to the needs of our pupils in our setting.</p> <p>Compton has close links with the Primary Behaviour Service (PBS) and Hampshire Educational Psychology Service (HEPS) who provide training within our school, based on areas of need. We are also able to access training for all our staff through the Local Authority.</p>
<p><b>How accessible is your school (indoors and</b></p>	<p>Compton School has one disabled parking bay. Two purpose-built ramps provide wheelchair access to the building from the playground and from the outside play area for class 1.</p>



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<b>outdoors)?</b>	There is one accessible toilet, located away from the class rooms by the front entrance. Class 1 has an auditory enhancement system.
<b>How are parents, carers and pupils currently involved? How can I get involved and who can I contact for further information?</b>	<p>Identifying, planning and reviewing the outcomes for a child is a collaborative process between the parents/carers, pupil and the school.</p> <p><b>Additional ways we involve parents/carers:</b></p> <ul style="list-style-type: none"> <li>Termly Personalised Learning Plan (PLP) meetings</li> <li>Home / school communication books</li> <li>Informal and Formal meetings e.g. Parents evenings</li> <li>Annual school reports</li> <li>Inclusion Partnership Agreement (IPA) meetings for pupils with SEND or complex needs</li> <li>Common Assessments (CAF) if needed where outside agencies involved</li> <li>Team Around the Child (TAC) meetings if needed</li> <li>Annual Review meetings for pupils with an Education, Health Care plan (EHC) or Statement</li> <li>School website</li> <li>Information evenings e.g. parent workshops, new entrants evening</li> <li>Access to the Kings Home-School Link Worker</li> <li>Problem solving with an educational psychologist</li> </ul> <p><b>Additional ways we involve pupils:</b></p> <ul style="list-style-type: none"> <li>Termly Personalised Learning Plan (PLP) meetings</li> <li>Pupils record their views and can attend PLP meetings, Inclusion Partnership Agreement (IPA) meetings, annual reviews of EHCP or Statements</li> <li>ELSA and FEIPS</li> <li>Pupil conferencing</li> <li>School council</li> </ul>
<b>What steps should I take if I have a concern about the school's SEND provision?</b>	<p>We encourage parents/carers to share any concerns as soon as possible with the class teacher or Inclusion Manager in the first instance. Continuing concerns will be addressed by the Head Teacher and parents are able to access the policy 'Parental Complaints' from the school office and on the school website.</p> <p><a href="http://comptonallsaints.co.uk/policies/">http://comptonallsaints.co.uk/policies/</a></p>
<b>How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?</b>	<p>We carefully plan any transition for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support with transitions might be needed.</p> <p>Mrs Cooke the class 1 teacher visits all pre-school children in the home setting and the local pre-school. Opportunities are arranged for these children to spend time in the school environment during the summer before they start school.</p> <p>We liaise with pre-school and secondary school staff for pupils with SEND. An Inclusion Partnership Agreement (IPA) can be set up for pupils with complex needs joining or leaving the school.</p> <p>Social Stories are created for specific children as a resource to aid transition.</p> <p>Kings' School organises a range of events and opportunities for pupils with SEND to aid transition to the next stage.</p>
<b>Where can I get further information about services for my child?</b>	<p>The Local Authority outlines the SEND services that they can provide in the 'Local Offer'. Further information can be found at</p> <p><a href="http://www3.hants.gov.uk/parents-sen/send-localoffer.htm">http://www3.hants.gov.uk/parents-sen/send-localoffer.htm</a></p>
<b>The name and contact details of the SEN Co-ordinator:</b>	<p>Inclusion Manager with responsibility for SEND: Mrs Sally Etheridge.</p> <p>SEND Governor: Mr Simon Theobalds</p> <p>Mrs Etheridge and Mr Theobalds can be contacted via the school office.</p>



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### List of acronyms used in this document:

SEN – Special Educational Needs	LSA – Learning Support Assistant
SEND – Special Educational Needs and Disability	EHCP – Education Health Care Plan
HIAS – Hampshire Inspectorate and Advisory Service	ELSA – Emotional Literacy Support Assistant
SENSA – Special Educational Needs Support Agreement	SENCo – Special Educational Needs Co-ordinator
CAMHS – Child & Adolescent Mental Health Service	IDP – Inclusion Development Programme
ANSA – Accredited National SENCo Award	PBS – Primary Behaviour Service
HEPS – Hampshire Educational Psychology Service	PLP – Personalised Learning Plan
CAF – Common Assessment Form	TAC – Team Around the Child
IPA – Inclusion Partnership Agreement	
FEIPS - Framework for Enhanced Individual Pastoral Support	