



AVONDALE PREPARATORY SCHOOL

SEND INFORMATION REPORT

March 2017

At Avondale Preparatory School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The changes in the Children and Families Bill affect the way children with special educational needs and disabilities (SEND) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning.

The key principles of the new legislation are:

- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
- Education, Health and Care Plans (EHCP) will replace Statements of Special Educational Needs. New assessments for additional educational needs will follow the EHCP guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).

Avondale Preparatory School is well placed to adopt these changes and looks forward to working with pupils and parents/carers, to ensure fully inclusive access to our education.

Who are the best people to talk to in this school about my child's Special Educational Need and/or Disability (SEND)?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support). Keeping parents/carers and the Special Educational Needs Coordinator (SENCo) fully informed.
- Writing Individual Educational Plans (IEPs), with the support of Beth Henley, the SENCo support and administrator. IEPs are prepared during the academic year in October, February and June.
- Parents are consulted in the final stages of preparation of these and are duly asked to sign them. In addition to this, when appropriate, the child is also asked for their agreement and required to sign the document. These are working documents and are best uk football predictions annotated during lessons by both the child's Teacher and during 1:1 sessions with Mrs Henley.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/program for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Jo Stephenson-Jarrett - SENCo and Beth Henley - SENCo support and administrator are responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning - kept informed about the support your child is getting - involved in reviewing how they are doing
- Liaising with all the other professionals who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND Register (a system for ensuring all the SEND needs of pupils in the school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

What are the different types of support available for children with SEND at Avondale Preparatory School?

STAGE 1 - Class teacher support through differentiation.

- For your child this would mean:
 - That the teacher has the highest possible expectations for your child and all pupils in their class.
 - That all teaching builds on what your child already knows; can do and can understand.
 - Different ways of teaching are in place so that your child is fully involved in their learning. This may involve using more practical learning styles or using technology, i.e. laptops.
 - Specific strategies /resources (which may be suggested by the SENCO or specialist agencies) are in place to support your child to learn.
 - Your child's teacher will have carefully checked on your child's progress and may have decided that they require some additional support or targeted work to help them make the best possible progress, this would be available to all children as part of targeted classroom provision.
 - All children in school should be getting this as a part of excellent classroom practice when needed.

STAGE 2 – builds on Stage 1 plus, specific programmes delivered within a smaller group of children.

- This group, often called Intervention groups by schools, may be :
 - Run in the classroom or in an appropriate space outside of the classroom such as the Learning Zone or Library.
 - Run by a teacher or most often by Mrs Henley or a Teaching Assistant who is trained to run these groups.
 - These may run at any point throughout the day.
 - This provision is offered when it is felt that a child is not making expected progress and therefore; is falling behind their peers, or they need an additional boost, as it is felt they may not reach expectations.
 - It may also be used to help fill gaps in learning caused by poor attendance, absence due to ill health or when other barriers to learning have been identified.
- For your child this would mean:
 - He/she will engage in - group sessions with specific targets to help him/her to make more progress in a specific area.
 - A Teacher, TA or outside professional, for example, a Speech and Language Therapist, will lead the small group sessions using the teacher's targets.

STAGE 3 - builds on Stage 1 and 2 provision, plus increasingly individualised programmes, targeted individually, on a 1:1 basis.

- For your child this would mean:
 - Your child will have been identified by the Teacher/Parent/carer as needing more specialist /targeted input, in addition to quality teaching and intervention groups.
 - Your child's name will have been added to the Schools SEND Register.
 - You will be invited to attend meetings to discuss your child's progress and help plan possible ways forward.
 - You may be asked to give your permission for the school to refer your child to a specialist professional, e.g., a speech and language therapist, educational psychologist, sensory specialist etc. This will help the school and yourself understand your child's particular needs better and be able to support them better in school and at home.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class, e.g., some individual support or changing some aspects of teaching to support them better.
 - Support set targets which will include their specific expertise.
 - A group led by school staff under the guidance of the outside professional, e.g., a social skills group.
 - Group or individual work planned by and/ or led by the outside professional.
 - This type of support is available for children with specific barriers to learning that cannot be overcome through quality teaching and intervention groups.

How can I let the school know I am concerned about my child's development or progress in school?

- If you have concerns about your child's progress you, should speak to your child's Class Teacher initially. This can be done in an informal way at the end of the school day. However, it is important that you are given time to explain your concerns fully and what actions you feel may need to be taken in order that your child meets their full potential and this discussion must be held in a confidential setting. It is for these reasons that it may be more appropriate for you to arrange a meeting with the Class Teacher either directly with them, or through the school office. The Teachers will do everything they can to ensure they are available to meet at a convenient time for you.
- Again it would be more appropriate for you to request a meeting through the School Office with Mrs Lister. However, if you have serious concerns then please contact Mrs Stephenson-Jarrett (SENCo), via Mrs Lister.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher, Mr Watson

How will the school let me know if they have any concerns about my child's development or progress in school?

- The Class Teacher observes and assesses your child throughout each lesson. This information, along with the information gained during the planned assessment weeks throughout the year, help the Class Teacher to make judgments about your child's strengths and areas for development.
- This also allows them to assess your child against the National Curriculum Objectives for each year group, in all areas of the curriculum. The school monitors very carefully the progress and attainment in reading, writing, spelling and grammar and maths. These underpin access to all areas of the curriculum and to further education and future employment.
- The Class Teacher discusses the attainment and progress of each child in their class with their departmental line-manager – Mrs Beresford for the Pre-Prep and EYFS department and, Mrs Stephenson –Jarrett for the Prep Department. It is during these meetings that teachers will begin to highlight concerns about a child's progress and attainment and will identify barriers to learning. It may be suggested that the Class Teacher organises Stage 2 interventions to support them to catch up. This would be reviewed at the subsequent meeting with the Teacher and Line-Manager.

- At the next meeting, if the child has not made the expected progress following the implementation of the Stage 2 intervention, strategies or interventions, then the Class Teacher would raise concerns with Mrs Stephenson-Jarrett (SENCo) for further advice and support. This is followed up by completion of a monitoring form. The class teacher will then meet with the family to discuss and seek their views on attainment and progress.
- A plan to support would be designed in discussion with the Parent/carer and the child. This may involve further intervention or strategies, referrals to specialist agencies or adding the child's name to the SEND register, together with targeted strategies and intervention at stage 2 and 3.

What are the main interventions/strategies that are used to support SEND at Avondale Preparatory School and how is this support allocated to children?

STAGE 1

- Differentiation, pitch, pace, challenge, support, variety of learning styles , assessment for learning, marking and feedback, use of TA within the classroom, resources, use of the learning environment , celebration of success.

STAGE 2

- Building on the interventions of stage 1, stage 2 will include: reading intervention groups, talk partners, reading buddies, speech and language support, social skills support, visual aids, 'Going for Gold' award scheme, individualised behaviour charts when necessary.

STAGE 3

- Building on the interventions of stages 1 and stage 2, stage 3 will include: 1:1 intervention, paired reading, 'Toe by Toe', precision teaching, speech and language, social skills support, visual aids, individualised behaviour charts when necessary.

What support will there be for my child's overall wellbeing?

- The children's wellbeing is paramount at Avondale Preparatory School.
- All staff have annual safe-guarding training and we have strong safe-guarding procedures in place.
- The Anti-bullying Policy is reviewed regularly and the children are given anti-bullying awareness through assemblies, circle time and personal, social, health and citizenship education (PSHCE) lessons.
- Our assembly themes are based on moral education. Each week, the theme will be centred around caring for one another, good manners, behaviour, aspirations for the future etc.

What specialist services are used by the school?

- Speech and Language Team (SALT)
- Private speech and language therapists
- Occupational Therapy Service (OT)
- Physiotherapy Service
- Sensory and Physical Support Service
- Private educational psychologists
- Dyslexia screening experts
- Child and Adolescent Mental Health Service (CAMHS)
- SEND Early Years Support Service EYSS
- Audiology Service

How are the Teachers and support staff helped to work with children with a SEND and what training do they have?

The SENCo attends relevant training, in order to keep her knowledge of SEND and the strategies/interventions up to date along with current developments within SEND. Her role is to then to deliver or organise training relevant to the needs of the school population, to all members of staff.

During recent academic years staff have received training in:

- Child protection training – delivered by Sylvia Hailstone
- Dyslexia – delivered by Ali Szalay
- Autistic Spectrum Disorder (ASD) – delivered by Behavioral Team (Salisbury District Hospital)
- Diabetes training delivered by specialist Diabetic Nurses
- Epi - Pen training delivered by specialist nurses and Sarah Strange
- Speech and Language difficulties delivered by SALT service
- MAKATON – delivered by Sonia

How will the teaching be adapted for my child in school?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups. These may include:
 - Pencil grips – are used on a pencil to support with control and improve handwriting.
 - Sit-fit cushion – this is a small rubber cushion filled with air, the child sits on to support with posture and therefore reduce fidgeting and improve attention.
 - Word mats – laminated sheets with commonly used words or topic words to aid spelling.
 - Visual prompts – these can be used for a number of different purposes; they usually include a symbol/picture and word to remind children; e.g. use finger spaces between your words.
 - Class/individual visual timetable – these are used to help prepare the child for what they will be doing over time.
 - Home/school communication book, (where necessary) – the purpose of this is to report what the child has participated in that day, also what the child and/or adult is proud of – it also encourages. The Parent/carer to add anything positive at home.
 - Individual behaviour chart, (where necessary) – this encourages children to make the correct choices and to be clear about the choices they are making.
 - Planning and teaching will be adapted for each lesson, if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her Class Teacher as part of the whole school's cycle of assessment.

- Their progress is reviewed formally six times a year. These results are shared with parents through the report card that is sent every half-term. The report card will show whether your child is making less than/expected/better than the expected bands of progress.
- In May of Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). There are also more formal reports that go home mid-year and at the end. For the EYFS, these go home at the end of the year only.

What support do we have for you as a parent/carer of a child with SEND?

- The Class Teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- All information from outside professionals will be discussed with you, with the person involved directly or where this is not possible, a report will be provided.
- Homework will be adjusted as required for your child's individual needs and the child can use the homework club for additional support if necessary.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How will we support your child when they are leaving Avondale Preparatory School or moving on to another class?

- We recognise that transitions can be difficult for children with SEND and we take all steps to ensure that transition is as smooth as possible.
- If your child is moving to another school:
 - We will contact the receiving school SENCo and ensure he/she knows about any special arrangements or support that is needed for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - Form 1A is completed by the parents so that information is passed on correctly.

- When moving classes in school:
 - Information will be passed on to the new Class Teacher in advance and a planning meeting will take place with the new teacher, towards the end of the academic year.
- In Year 6:
 - The children's Class Teachers will make sure that all relevant information is discussed with the Secondary School, if the child has a high level of need, then a formal meeting can be held to support transition.
 - The school will also organise additional visits to their new school for children with SEND or children we feel are vulnerable during this major change in their lives. These can be for another look around the school, a meeting with key members of staff or to familiarise them with the organisation of lunch, beginning and end of the day etc.
 - Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How will my child be included in activities outside the classroom including school trips?

- The school will make every effort to ensure that all children are able to participate in school activities.
- This will involve risk assessments.
- Individual children's needs will be considered on a trip-by-trip basis.
- If your child's behaviour compromises that of him/herself or others, a decision may be made to exclude them from the trip. The Head Teacher will make the final decision.

Where can I find information about the schools SEND policy?

- The school's Special Educational Needs and Disabilities policy is available on the school website : -
 - www.avondaleschool.org
 - A paper copy can be requested from the School Office.