



Captain Cook Primary School

Special Educational Needs Information

At Captain Cook Primary School we are committed to supporting **all** children to enable them to achieve.

In order to do this many steps are taken to support them through their learning journey.

First and foremost this consists of quality teaching, however for some children additional support may be necessary to help them to achieve their targets and fulfil their potential.

The following information is designed to help communicate to parents and carers how children and young people with Special Educational Needs and Disabilities are supported in our school.

The Special Educational Needs Co-ordinator (SENCo) is Mrs. A. Morgan.

Identification of needs

1. a) How does the school identify children with special educational needs?

- Good quality whole class teaching is clearly defined in our school and we expect all staff to deliver this. We have monitoring systems in place, which regularly track the progress our pupils make.
- Using termly pupil progress tracking procedures we identify pupils who have not made enough progress through whole class teaching and who may need additional support for their learning.

- The Head Teacher and Senior Leadership Team meet regularly to discuss pupil progress throughout the school.
- In addition, teachers inform the SENCo of any concerns they have or any dialogue they have had with parents who have expressed concerns.
- The SENCo investigates further and may seek more in-depth assessments of need either in response to data, staff or parental concerns. If required the school will contact external professionals to further assess a pupil dependent on the nature of their needs and give recommendations for appropriate provision. Parents will always be contacted where there are concerns and permission will be sought before any external assessments are carried out.
- Any transfer of data and pupil information from a previously attended primary school will also be used to inform identification of any additional needs.
- The SEN Team, including the Head Teacher and SENCo, meet half-termly to discuss the progress and current support for individual children with SEN, and identify priorities of need within the school.

b) How do we involve parents in planning for those needs?

- In the first instance parents/carers are encouraged to speak to the class teacher about any concerns they have. You can speak to your child's teacher directly or contact the school by telephone.
- All our staff are vigilant in supporting and raising any concerns about pupils who may require additional support at the earliest opportunity. This will be done through a discussion/ organised meeting with the parent.
- The nature of a teacher/parent concerns will be discussed, recorded and monitored closely by the relevant staff.
- Parent consultation meetings take place during the Autumn and Spring terms, when progress, achievements and concerns can be shared. Further consultations with parents are welcome and should be arranged with the class teacher via the school office.
- Any parents of children with a medical need will work alongside the teacher and SENCo and any other medical professionals to ensure their child's needs are met in school and abide by the schools Medication policy.
- Further support can also be given by the school Special Educational Needs Co-ordinator (SENCo).

Support

- 2. a) Who in the school will support my child and how will this be monitored and evaluated?**

- All teachers at Captain Cook Primary School have a responsibility for the teaching, monitoring and evaluating of children with SEN.
- Pupils who are identified as having SEN will have termly targets set linked to their main areas of difficulty. These will be outlined in their School/SEN Support Plan. The class teacher will meet with parents to discuss and share targets, and they will also talk to the pupil. The targets are worded in a 'child-friendly' way. These will be reviewed at the end of the term. Parents and pupils have the opportunity to make comments during the review process.
- Pupils with an Education Health and Care Plan (EHCP) will also have an Annual Review meeting with the SENCo, teacher and any other professionals who are involved.
- Additional support may be provided to children with SEN by teaching assistants who work within each year group. This would be directed by the class teacher, and may involve in-class support or extra intervention programmes. These interventions are carefully chosen to target an identified need linked to the child's Support Plan. Interventions will be reviewed regularly.
- A SEN Higher Level Teaching Assistant also provides additional support to some pupils with SEN. This support can be focused on their specific needs, and includes maths, English, speech and language, motor skills development and work with children with English as an Additional Language. Identification of the children who will receive this support occurs through the SEN Review meetings between the SENCo and Head Teacher, and is based upon analysis of pupil progress data. Specific targets are set which the HLTA will focus on, and these are reviewed at the end of the term. The child may continue to receive support or it may be determined, based on progress and needs throughout the school that this additional support should cease. Parents will be informed if their child is receiving support.
- Additional teaching assistants may work one-to-one with pupils with an EHC Plan.
- The Head teacher and SENCo regularly review SEN provision through the SEN Review meetings.
- The SENCo oversees all additional SEN support.

b) How are the decisions made about the type and amount of provision a young person will need?

- Decisions are based on data evidence and discussions with all those involved: parent, teacher, support staff, external professionals, and, when appropriate, the pupil.
- The amount of provision is decided in line with the needs of the child.
- Children who have a small gap in their learning and are slightly behind in their progress will receive additional support in class. This support may be from the teacher or teaching assistant or by using an additional resource e.g. use of computer, writing slope to aid handwriting. This additional support will be communicated to parents at Parent Consultation meetings.

- Children who have a larger gap in their learning and are further behind with their progress require a higher level of support. The type of support will be decided by the class teacher and SENCo and it will be delivered by a teacher, the SEN HLTA or the class teaching assistant. This may be delivered outside of the classroom. This additional support will be discussed with parents at Parent Consultation meetings, or more frequently if required.
- Children with significant difficulties may require further support from outside professionals. Parents are consulted about this beforehand and the appropriate support is planned for the child in consultation with the professional, SENCo, teacher and parent.
- The impact of additional support is measured by the teacher and SENCo to ensure it is appropriate and relevant to the child and is enabling them to make progress.

Curriculum

3. How will the curriculum be matched to the needs of the young person?

- All pupils have an entitlement to study a full curriculum.
- Good quality teaching is the cornerstone of our practice and learning opportunities, which are matched to a child's ability and interests, are a key part of this.
- Differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver lessons using different styles of teaching and meeting individual needs through a range of strategies.

Accessibility

4. How accessible is the school/college environment?

- Our Upper School building is on one level. There is a graduated slope down to the playground.
- Our Lower School building is on two levels, with several steps up to the hall from the Y1 corridor. There is an external ramp in the Reception courtyard which enables access from this part of the building to the hall.
- Access between the buildings is wheelchair-friendly.
- Both buildings have disabled toilets installed for children's use. The Upper School building also has a disabled toilet accessible for adult use.
- We make reasonable adjustments to the environment to suit our learners.
- We monitor the languages spoken by families in our school, and access support from the Ethnic Minority Achievement Team as necessary to support these children.

Parental Involvement

5. How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- Children receive daily feedback on their learning, verbally and through the marking of their work.
- Parents are invited to contribute through Parent Consultation meetings.
- Should more regular contact between parents and teachers be required, our staff will make suitable arrangements to ensure this is put in place.
- Parents of children with additional needs will have the opportunity to discuss their pupils individual targets for learning, give their views about their child's progress and have a copy of these to further support their learning at home.
- Our Governing Body includes parent representatives.
- Parents are consulted periodically over school aims and policies and to give feedback about school.
- Our Welfare Assistant can assist parents in contacting the School Nurse or for access to parenting information.

Overall Well Being

6. What support will there be for the young person's well being?

- All of our staff provide a high standard of pastoral support. Our two Behaviour and Welfare Assistants are available to talk to children individually when needed, or can provide more focused support. They can offer advice to parents too.
- We can provide support for children with social or emotional needs through access to play therapy and counselling services.
- We are happy to administer medication to children in line with our medical policy. All staff are trained annually by the School Nurse to administer Epi-Pens. In addition training has been provided from the Specialist Nurses for epilepsy. We are willing to access any training necessary to support children in our school who have medical needs.
- Systems in school are in place to support pupils with medical conditions. The SENCo is responsible for overseeing the writing of a Healthcare Plan for the child in conjunction with the parent. Support may be sought from the School Nurse as appropriate. The Healthcare Plan is shared with the teaching staff directly involved with the child, and is available to all staff on the Healthcare Noticeboard in the staffroom. It is reviewed at least annually.

- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Our Welfare Assistant works closely with Educational Welfare Officers to strive to ensure all our children have good attendance and arrive at school punctually.
- The School Nursing Service can be accessed at appropriate points for support for families who have social and emotional issues.
- Children’s views are encouraged in a variety of ways and pupils have the opportunity to join our school council.
- Through regular discussions, teachers seek children’s opinions on their learning.
- Pupils have the opportunity to share their views through school questionnaires.

Specialist Services

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

- All of our teachers hold qualified teacher status.
- The Special Educational Needs Coordinator (SENCo) is a qualified teacher and has over twelve years of experience in the role. The SENCo can undertake some assessments of reading and spelling, memory, writing speed and visual stress.
- We have three Higher Level Teaching Assistants. All other teaching assistants hold level 3 qualifications.
- We have a number of strong established relationships with professionals including the Speech and Language service, the Educational Psychologist and the Child and Adolescent Mental Health Service.
- We can refer children to a Specialist Teacher for more in-depth literacy and numeracy assessments.
- We have established outreach links with The Beverley School for children with Autistic Spectrum Difficulties.
- We are able to make referrals to and work closely with health professionals, including School Nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists.
- We are able to make referrals to Child and Adolescent Mental Health Services and Social Care.
- We have access to support programmes for children with social, emotional or behavioural problems through organisations such as REACH, CATs and the Bungalow service.

Staff Training

8. What training have the staff supporting children and young people with SEN had or what training are they having?

- Our staff are trained so they have the knowledge and skills to provide good quality classroom teaching, which enables all learners to make progress.
- Staff are trained to support children with Special Educational Needs. Staff within our school have had training to support children with Autistic Spectrum Difficulties, speech and language development, reading and maths interventions.
- The SENCo has undertaken training related to dyslexia, autism, ADHD, behaviour management, sensory processing, speech and language development and asthma. In addition the SENCo accesses support through the Local Authority SEN Network.
- Staff have the opportunity to attend training led by outside providers including Special Schools.
- Staff who support individuals/groups of children who have a particular need receive advice from the SENCo or other professionals on the most appropriate ways to support the learners.
- Medical updates are provided annually by the School Nurse.

Activities outside of school

9. How will the young person be included in activities outside of the classroom including school trips?

- There are a number of out of school activities for all pupils to participate in.
- Captain Cook Primary School is an inclusive school and puts in place any support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing or equipment.
- Staff who are arranging an offsite trip will discuss with parents and the SENCo the requirements needed.
- Risk assessments are produced to cover all trips. These will include reference to the specific needs of individuals.
- We will not stop any student from going on a trip due to their special educational need and or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);
- A member of the Senior Leadership Team oversees all trips to ensure students are safe and included where possible.

Transition

10. How will the school prepare and support the young person to join the school and how will it support the transition to the next stage of education and life?

- We invest time in welcoming our new learners and their families to our school community.
- Children who join the school in Nursery and/or Reception will be offered a variety of induction opportunities including visits to the school for a morning session and lunchtime session, and a parents' information meeting.
- The SENCo will meet any parents who have identified their child as having a special need.
- The Assistant Head coordinates transition between Phases in the school (eg. from Foundation Stage to Key Stage 1, and from Key Stage 1 to Key Stage 2). Phase leaders are members of the Senior Leadership Team, and regular meetings are held between them so that they are all aware of the progress and needs of children across school, not just in their own Phase.
- We have adopted an early transition programme, which means that all children move up to their new class for the final week of the academic year. We have found that this helps to alleviate any anxiety which a child may feel over the summer holidays. During this time we all introduce a transition project which the children can work on during the holidays and continue with for a few weeks into September. As part of this programme we hold "Meet the Teacher" evenings, which are informal drop-in sessions for parents to meet and chat to the new class teacher.
- If a child with SEN requires additional transition, this will be arranged and meetings may be held between the new teacher, parents and the SENCo to share information.
- Children moving onto secondary school take part in transition activities to prepare them for the changes ahead. They have the opportunity to visit their new schools and a teacher representative from the secondary school visits them in school.
- There are opportunities for additional inclusion days offered to pupils transferring to secondary school during the summer that we have identified as needing additional support.
- The SENCo meets with Secondary SENCos to discuss children with SEN and how they can best be supported. All SEN information is transferred to the secondary school.

SEND Resources

11. How are the school's resources allocated and matched to the young person's special educational needs?

- Children's needs, the impact of support and the allocation of resources is discussed and reviewed at regular SEN Team meetings.
- The SENCo manages the SEN budget for resources and equipment to support learning.

- The Head teacher, School Business Manager and Governing body monitor our finances regularly.
- We buy in Educational Psychology and specialist teacher services.
- We also buy into support for Social and Emotional needs through REACH and CATs.
- We utilise our resources to support the strategic aims of our school as well as individual learner needs.
- We access additional funding through the Local Authority for children with higher needs, where the cost of their support would exceed the expected level of school funding.

Further information

12. Who can I contact for further information?

- Parents can contact the school office for further information – telephone: 01642 315254.
- You may request email contact as an option.
- In the first instance parents of children currently at the school are encouraged to talk to their child’s class teacher about any questions or concerns they have.
- Further information and support can be obtained from **Mrs Morgan** the school’s **SENCo** (Special Educational Needs Coordinator), who can be contacted via the school office.
- If further support is required you may contact the **Head teacher Mrs Young**.
- If you seek further school support, external to school staff, you may wish to contact (via school) the **SEN link Governor Mrs Kay Moir** and arrange a meeting.
- If you are wishing to access information about Local Authority SEN procedures please contact the SEN department by following this link:
<https://www.middlesbrough.gov.uk/schools-and-education/special-educational-needs>
- The Council Local Offer website link will give you advice on resources available to you as a parent in supporting your child’s needs:
<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>