

Special Educational Needs  
at  
Milverton Primary School

**Parent information workshop**

March 2019

# Introduction

- Laura Nicol – Inclusion Leader (SENCo) and EYFS Lead
- Eve Godwin – Specialist Teacher
- Maggie Wagstaff – SEND Governor

## ***Other staff that work in school***

- Raeesah Rizvan – Speech and Language Therapist
- Sarah Green – Educational Psychologist

# School information

- 10% of pupils at MPS are on the school SEND register.
- 2.5% of pupils at MPS receive additional support and funding from the Local Authority via an EHCP (Education Health Care Plan).
- School currently employ 24 teaching assistants to work with pupils either individually, in groups or to support in class.
- SEND is defined as any education or training provision which is additional to or different from that generally made for others in mainstream schools.



Department  
for Education

## Special educational needs in England: January 2018



26 July 2018

**Pupils with special educational needs are currently classified as follows:**

### **SEN Support** ←

From 2015, the School Action and School Action Plus categories have combined to form one category of SEN support. Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and special educational needs co-ordinator (SENCO) may receive advice or support from outside specialists. The pupil does not have a statement or education, health and care plan.

### **Statement of special educational needs (statement) or Education, Health and Care (EHC) Plan** ←

A pupil has a statement or EHC plan when a formal assessment has been made. A document is in place that sets out the child's need and the extra help they should receive.

# What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

**When considering if a child needs SEN support the school takes into account:**

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

# How does the school evaluate the effectiveness of its provision for SEND?

- Review quality of teaching
- Termly Pupil Progress meetings
- Where professionals from health or social services are involved with the child we hold multi professional meetings regularly to review progress
- Governance



## What is the Special Educational Needs (SEND) Register?

Throughout their school career, pupils are constantly monitored and assessed both formally and informally by school staff. Within classes, learning objectives and activities are routinely differentiated to match the abilities of pupils within that class. If a child requires further differentiation or support in a particular area or areas linked to their physical development, behaviour or learning, then the class teacher may make the decision, in consultation with our Specialist Teacher, and parents, to add them to the school Special Educational Needs and Disabilities Register (SEND). The school SEND Register is an internal register of pupils receiving additional support.

If a child on the SEND register makes significant progress meaning that they no longer require additional support, they are removed from the register, although their progress is still monitored.

## What does being on the SEND register mean for your child?

At all stages on the school SEND register your child will require an Individual Education Plan (IEP). This is a document written by the Class Teacher, Pupil and Parents/ Carers highlighting several key targets linked to the child's area of need.

The Class Teacher(s) and Teaching Assistants will then work with your child towards meeting their agreed targets. These targets are regularly reviewed and success is celebrated.

## School Management of Special Educational Needs.

All schools adhere to the policies set out in the *SEND Code of Practice (2015)*. In this document, it clearly sets out that all teachers are teachers of pupils with special educational needs. A child's class teacher is responsible for the SEND provision for the pupils in their class. The school SENDCO or Inclusion Leader is responsible for monitoring this provision and keeping up to date information on all pupils on the SEND register, working with staff and outside agencies to plan support for these pupils. If at any time during the school year you would like to talk to someone about any aspect of SEND provision for your child, please do not hesitate to contact school.

### Your Child's Individual Education Plan (IEP)

If your child is on the school SEND register, they will have an Individual Education Plan (IEP) stating their agreed targets.

You will be invited into school for an IEP meeting by your child's Class Teacher. This will happen as often as your child's targets need updating, but at least termly. At this meeting, the IEP targets will be agreed and school/ home strategies to help your child will be discussed.

Parents input at these meetings is highly valued and we encourage you to attend; however, if you are unable to do so, this process will be completed by the child and Class Teacher in school time.

IEP meetings are organised by your child's class teacher and are usually held after school. We encourage regular communication between staff and parents and additional meetings may be requested.



## How the school SEND register works.

Stages of support that we offer.

**Stage 1.** This refers to support within whole class lessons where teaching is tailored to meet the needs of all pupils. This will include matching questioning to a child's ability, providing differentiated materials and resources, along with adult support for pupils where appropriate.

**Stage 2.** A child with SEND may participate in additional learning opportunities through targeted support sessions. This means that your child's teachers will plan and provide support in the area of your child's needs. This may consist of in class support, additional differentiation of work, withdrawal support group, individual sessions or additional time.

**Stage 3.** This means that as well as additional support provided by school staff, we will seek the advice of an external agency who may provide strategies, resources or time to help with an individual's needs. This support is managed by the Class Teacher and Inclusion Leader.

**Statutory Assessment (Education Health Care Plan).** If the school and support services view that a child's needs are not being met at Stages 1-3, we will seek advice from the Local Authority.



# Individual Education Plan (IEP)

- An Individual Education Plan is a document that contains key information for your child, you and the adults that they work with at school.
- Basic information
- 'A Bit About Me' – Child voice
- Targets – Targets written in conjunction with pupils and parents (where appropriate)
- The targets will be SMART

**S**pecific (not general)

**M**easurable

**A**chievable

**R**elevant

**T**ime-related



**My Individual Education Plan – Additional SEN support**

Name:

DOB:

Year:

Class:

Stage:

Category:

IEP date:

Review date:

<p><b>A bit about me!</b> I would like you to know that</p> 				
<p><b>My targets</b></p> 	<p><b>What do I need to do?</b></p> 	<p><b>Who is going to help me and when?</b></p> 	<p><b>I will help myself by</b></p> 	<p><b>How did I get on?</b> (to be completed for review meeting)</p> 

Signed by Pupil: \_\_\_\_\_

Date: \_\_\_\_\_

Signed by parent/carers: \_\_\_\_\_

Date: \_\_\_\_\_

Signed by teacher: \_\_\_\_\_

Date: \_\_\_\_\_

# One Page profile

- Your child will have one of these
- This is a key document also. Its aim is to show the reader, at a glance, what your child likes, what is important to them, what they need support with and how best to support them.
- Reviewed annually (sooner if appropriate)
- Stored securely in class file so accessible to adults that may need this information, supply teacher/sport coach for example
- Available on **secure** staff only electronic shared area

## Elmer's One Page Profile

### *Elmer the Elephant*



#### **Things that people admire about me**

I am good at making people laugh

I am fun and think of games for my friends

I love reading and telling stories

#### **Things that are important to me**

My family,

My friends, Fred and George

My red train

Playtime with my friends

#### **How you can support me**

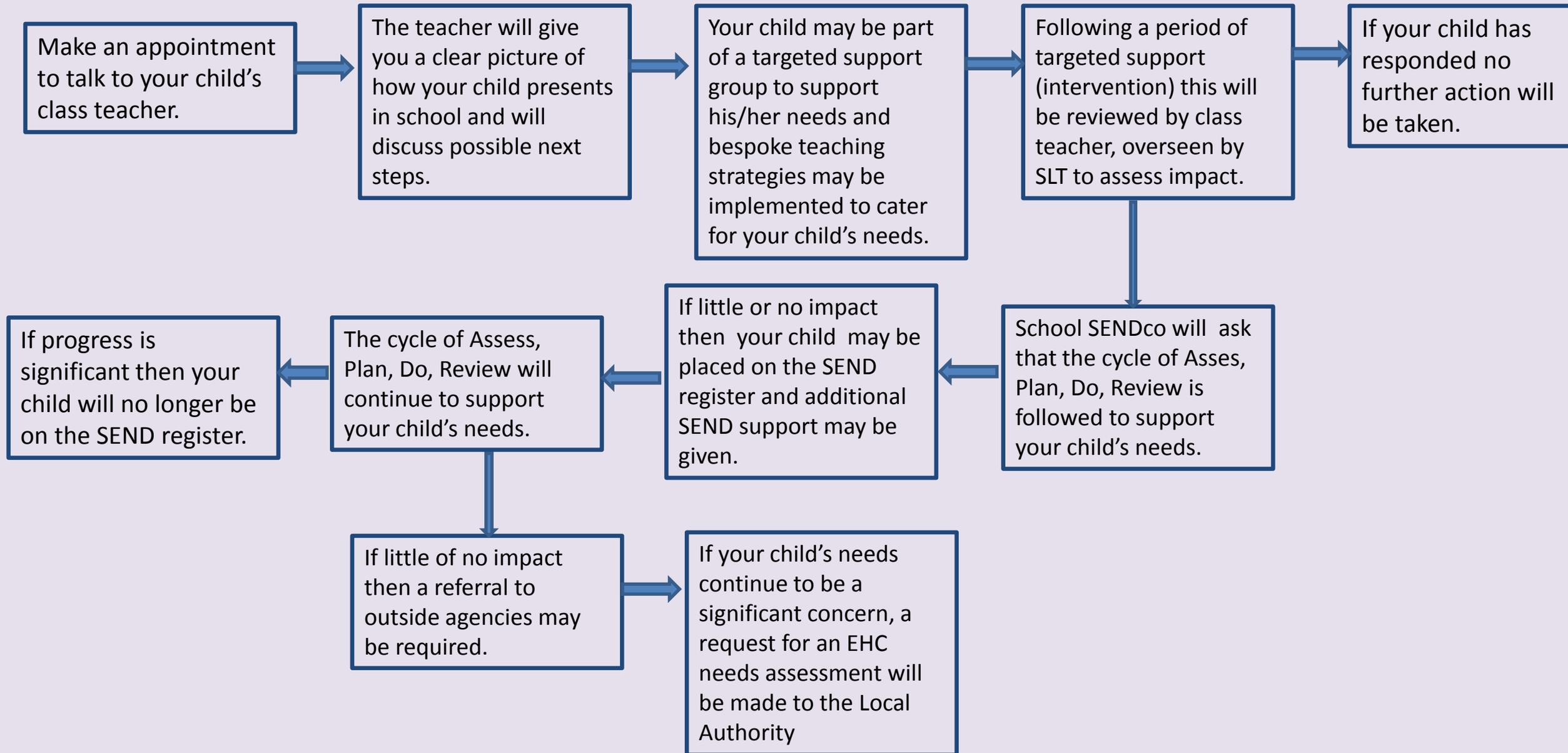
I like routine, tell me and show me what is happening now and next

Say my name before you give me an instruction

Ask if I have understood the task I have been set. Check by asking a question

Let me have short breaks from my work so that I can move around.

# What do I do if I am concerned about my child?



# Warwickshire SEND – The local offer



- <https://www.warwickshire.gov.uk/send>
- **The Local Offer**
- As part of the [local offer](#), all schools in Warwickshire have the same special educational needs and disabilities duties; we expect all schools to:
  - Identify children and young people with special educational needs quickly and accurately so that support can be put in place
  - Focus on the quality of teaching for all children and develop different approaches to meet the needs of individual children and young people
  - Have a regularly reviewed special educational needs and disabilities policy, which is accessible to all parents of children with additional needs
  - Work in partnership with children, young people and their parents
  - Delegate resources fairly, efficiently and in response to identified need
  - Notify parents whenever special educational needs provision is being made for their child and give them access to independent information, advice and support.
  - Meet the needs and objectives identified in an [EHC Plan](#) or Statement of SEN.
  - Further details of the support that Warwickshire schools provide to learners with SEN are detailed in the [Warwickshire provision matrix \(PDF, 440.81 KB\)](#)

“ Permission from parents or carers will be obtained before liaising with external support services.

Partnership and engagement with parents plays a fundamental role in enabling children and young people with SEND to achieve their potential.

All parents and carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children’s education.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained.

Schools will encourage their pupils and students to participate in all the decision-making processes and contribute to the assessment of their needs, reviews and transition processes.”

*Milverton Primary School SEND Policy*

# Parent sharing

- Report cards – additional provision is detailed here.
- IEP meetings - Termly
- Learning review meetings – Autumn and Spring term
- Annual Report – Summer term

# Transition

Summer term - All pupils are discussed at transition meetings.

- For children on the SEND register information will be shared, including strategies and reports .
- Class teachers in Summer term write the IEP and One Page Profile for new teacher for September.

Transition to Secondary School – Year 6 teachers meet local Secondary staff.

- SENCo's meet at Cluster meetings.
- Files are hand delivered.
- Additional transition opportunities are available if appropriate,

# Motor skills



- South Warwickshire Foundation Trust school programmes.
- Targeted and specific interventions to support Gross and Fine motor skills.
- Begins in EYFS for all children – strategies include whole class Dough Disco, activities in continuous provision.
- Targeted support groups for children displaying difficulties.
- 1:1 support may be appropriate.



## School Skills

### Which programme? Fine motor skills screening form

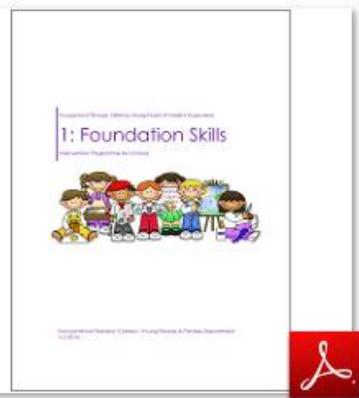
Name ..... Date of birth .....

Use this checklist to help decide which intervention programme to use with each child. Tick the areas in which they are having difficulty. You may find that more than 2 intervention programmes are suggested. In this case, always start with the lowest-numbered programme. For example, if the child is having difficulties with letter reversals, but also struggling with opening and closing scissors, start with programme 2: Hand Skills. When they have completed that intervention block, review their progress and select the next programme.

Area of difficulty	No difficulty	Some difficulty	A lot of difficulty	Suggested intervention programme
<b>Functional Skills</b>				
Unable to open and close scissors well				2: Hand skills 3: Skilled hand use
Difficulty using knife and fork together				2: Hand skills 3: Skilled hand use
Puts clothes on back to front				1: Foundation skills
Difficulties with zips, buttons and laces				2: Hand skills 3: Skilled hand use
Slow to get changed				2: Hand skills 3: Skilled hand use
<b>Handwriting</b>				
Holds pencil in an unconventional way				2: Hand skills 3: Skilled hand use
Slouches in their seat or hooks their feet around the chair legs				1: Foundation skills
Fidgets in their chair				Classroom strategies 1: Foundation skills
Swapping hands when writing or drawing				2: Hand skills 3: Skilled hand use
Poor control of the pencil				2: Hand skills 3: Skilled hand use
Produces letters which are not formed, spaced and sized well				5: Handwriting: Letter formation

[continued overleaf]

Teachers can quickly see which programme to implement.



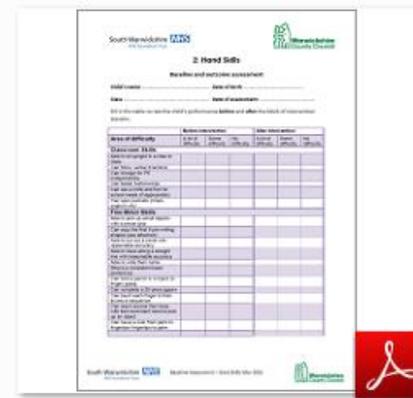
1\_foundation\_skills



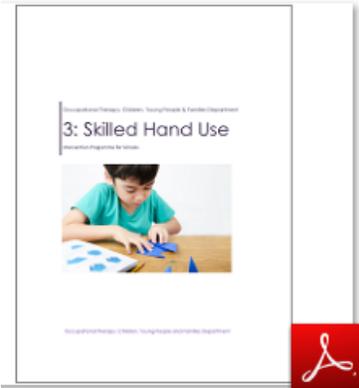
1\_foundation\_skills\_baseline\_and\_outcome\_assessment



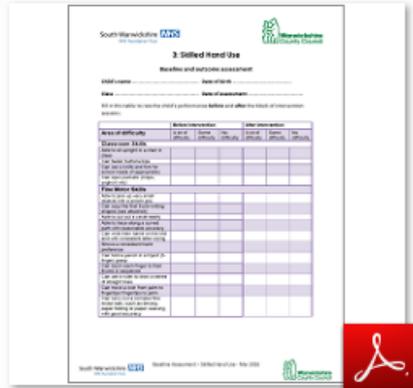
2\_hand\_skills



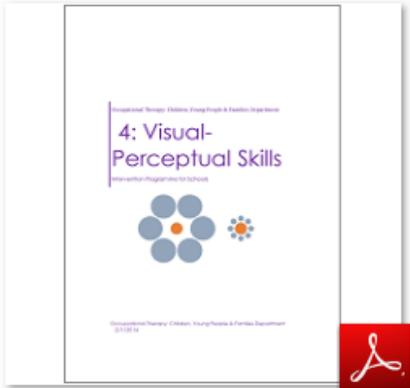
2\_hand\_skills\_baseline\_and\_outcome\_assessment



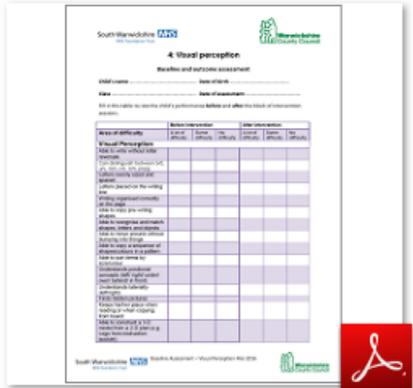
3\_skilled\_hand\_use



3\_skilled\_hand\_use\_baseline\_and\_outcome\_assessment



4\_visual\_perception\_and\_memory



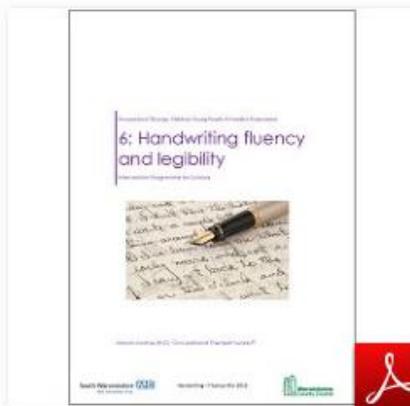
4\_visual\_perception\_and\_outcome\_assessment



5\_handwriting\_letter\_formation



5\_handwriting\_letter\_formation\_baseline\_and\_outcome\_assessment



6\_handwriting\_fluency\_and\_legibility



6\_handwriting\_fluency\_baseline\_and\_outcome\_assessment

# Literacy support

- Phonics support
- Additional reading to an adult
- Additional comprehension
- Spelling support – Word Wasp
- Small group work in and out of class
- 1:1 support





# Social, Emotional, Mental Health support

School employ a counsellor who works in school once a week.

**Jackie Knight** is able to provide pupils with 1:1 time where they are able to talk freely about issues in their lives that may be causing anxiety; including difficulties with relationships, anxiety around feelings or behaviour, coming to terms with changes in their life or talking through other personal problems.

These sessions are non intrusive and play based. They usually last around 30 minutes, and are very much led by the child. Small world toys, stories and art are used to encourage pupils to explore their feelings and express themselves.

# Other additional support

- Speech and Language support
- Specialist Teacher support
- Physiotherapy
- Occupational therapy
- Educational psychology

# Family Information Service

Browser navigation: Email, Suggested Sites, Web Slice Gallery, Welearn365. Page, Safety, Tools.

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## Information for families

[Home](#) > [Care, support and health](#) > Information for families

[Important Notice on Children's Centre Services about current status and service access.](#)

<b>Childcare</b> 	<b>Support for parents</b> 	<b>Special Educational Needs and Disabilities</b> 
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<https://www.warwickshire.gov.uk/fis>

# SENDIAS - KIDS

## Warwickshire SENDIAS

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Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. It is a free, confidential and impartial service for parents and carers, children and young people up to 25 years. Warwickshire SENDIAS offers independent support for parents and families who have children and young people with a SEND. We also provide this independent advice directly to young peoples aged 16 to 25 years with a SEND.

Our experienced team of local advisors offers impartial, confidential advice and support on all matters relating to SEND. Our aim is to enable you to make informed decisions.

Find our latest newsletter [here](#)

### How does the service work?

The type and range of support offered includes:

- Information regarding the local offer, local policy and SEN/disability law from independently trained staff;
- Advice for parents/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation;
- Personalisation of personal budgets;
- Information on the county council's processes for resolving disagreements, its complaints procedures and means of redress;
- Signposting children, young people and parents to alternative and additional sources of local and national information, advice and support;
- Individual casework where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person.

### Who is the service for?

The service is for parents who have a child/children up to the age of 25 that has/have Special Educational Needs and young people aged 16-25 who have Special Educational Needs. young people 16 and over can access the service in their own right or with the support of their parents.

## Latest

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**KIDS wins National Garden Scheme funding for major garden redevelopments**

**KIDS Corporate Abseil at Broadgate Tower**

**The Humber Bridge Half Marathon**

**Asda Foundation Hull 10K**

## Related

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**Shake Up South West - Young Person's Engagement Group**

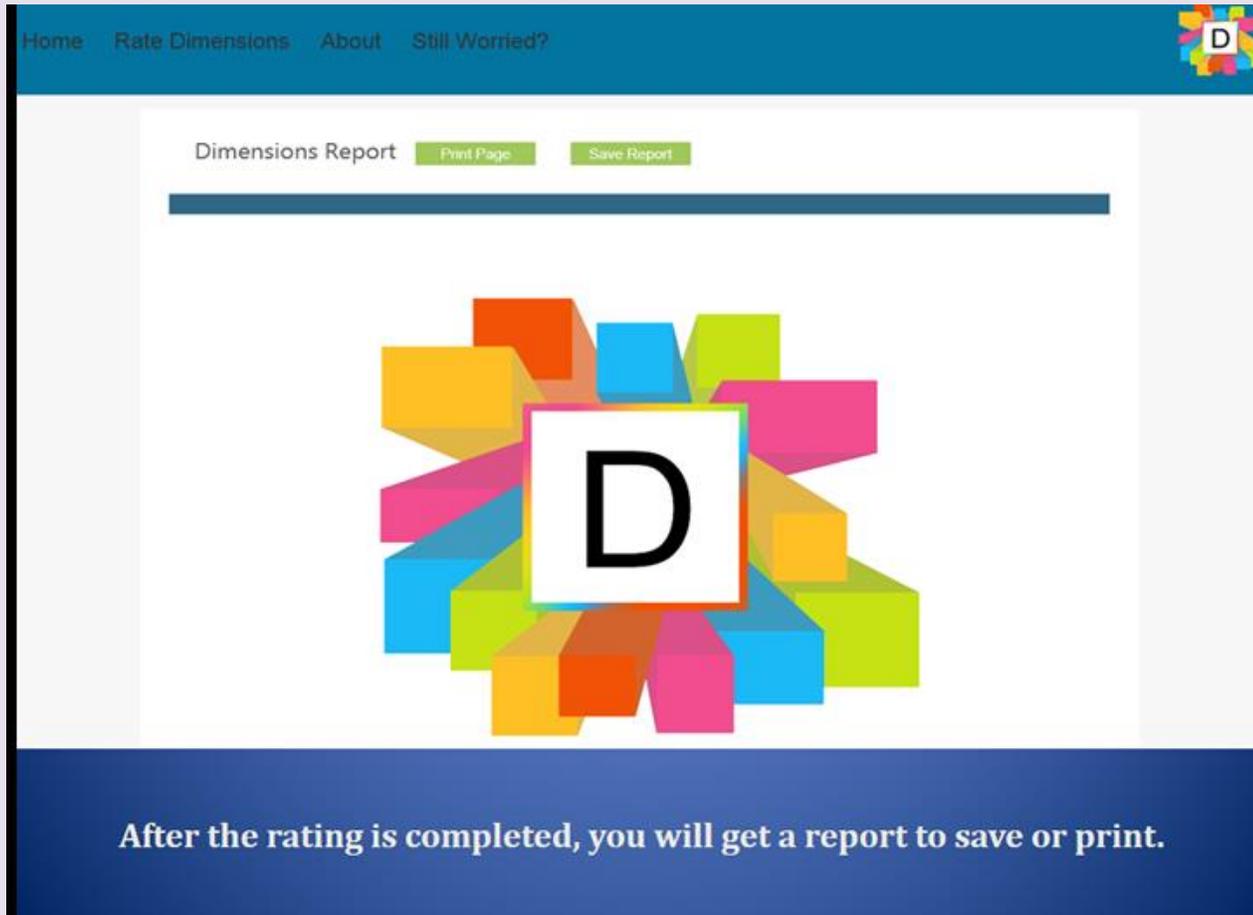
**KIDS Heroes South Gloucestershire**

**Fareham Play clubs**

<https://www.kids.org.uk/warwickshire-sendias-front-page>

# Dimensions tool

For anyone who supports a child or young person's emotional well being.



Visit the website at

<https://dimensions.covwarkpt.nhs.uk/Quiz.aspx>

A series of questions, which you answer on a scale which will ultimately signpost you to advice.

- Flier
- Video
- Intervention
- Local groups
- Recommendations for referral or further advice.

**Parents/carers can access.**

Any questions?

