

The SEN Governor is:
Mrs C Marston

We have a member of staff called the Special Educational Needs and Disability Co-ordinator (SENDCo) who will explain everything to you and make sure you understand what is happening.

We will make all the information we need to share with you clear and easy to understand – please ask for a copy of the school’s SEN policy or find it on our website.

SENDCo : Mrs A Gray
Contact details:
024 76 364448
admin2634@we-learn.com

We will regularly meet with you, and your child, to discuss your child’s progress, and the outcomes of any support that is given, at parent’s evenings, at review meetings or after school.

The SENDCo will make sure that all necessary school staff are aware of your child’s needs and worries.

If you think your child may need extra support talk to your child’s class teacher, they will then discuss this with the SENDCo.

As a school, if we need extra advice to support your child we may contact an outside agency, this could include an advisory teacher from the Specialist Teacher Service (STS), a Speech and Language therapist, the school nurse (Compass), Occupational Therapy(OT)/Physiotherapist or an Educational Psychologist (EP). We will discuss this with you, if this is the case.

If appropriate, your child may have a One Page profile containing information on how to support your child. This will be shared with any member of staff who may be working with them.

Share concerns with class teacher.

Support is put in place and regularly reviewed within school.

School may then apply for an Education and Health Care Plan (EHCP) as appropriate.

Open and honest Communication

School will meet with you to share any support that is being given/to plan new support.

If further concerns arise we will contact outside agencies with your permission

If we think your child needs extra support we will always talk to you about this.

Staff receive regular training to ensure all children’s needs are met, including training in specific needs or interventions.

Your child will receive Quality First Teaching in class, where the class teacher will provide the support your child needs through differentiating the curriculum. Further support may then be given through interventions to help support your child in a specific area.

If your child requires extra support they will be given a Support Plan which outlines the support they will receive and who is responsible for providing that support. If your child has a medical issue as part of their area of need, they will also have a Care Plan, highlighting this need and strategies/care to support the child. These are all reviewed regularly.

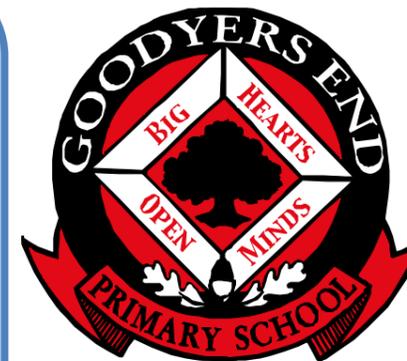
Help and support can be provided for:

- Cognitive and Learning difficulties – Memory or learning, including dyslexia
- Sensory or Physical difficulties –
 - fine motor: handwriting or
 - Gross motor: movement difficulties
- Social, Emotional or Mental Health difficulties
- Communication support – Autism or Speech and Language therapy.
- Health or Medical issues.
- Behavioural difficulties

At Goodyers End we have an open door policy and value the thoughts and concerns of parents/carers. If you feel that your concerns have not been satisfactorily dealt with please follow the complaints procedure within the SEN policy.

The SENDCo will monitor the support your child is receiving to make sure it is appropriate and effective. They will also provide, and monitor, any additional resources your child may need.

Strategies and resources used in school may also be shared with parents to provide support at home or to continue the support received in school. This will include homework or Visual Timetables as appropriate. The SENDCo will also be able to signpost you to further support, if required.



All school staff receive appropriate training so they have the knowledge and confidence to support children's needs.

Staff attend workshops on specific needs, including those organised by outside agencies.

A record of all the support you child has received is kept by school to ensure that the support is the most effective for your child. This information is recorded on a provision map.

The school will provide support for children if they need support with managing their own behaviour and/or to build up skills and confidence in dealing with social situation.

Your child will receive Quality First Teaching in class, where the class teacher will provide the support your child needs through differentiating the curriculum and providing carefully chosen resources. Further support may then be given through interventions to help support your child in a specific area, and advice may be sought from Outside Agency Support Services, if appropriate.

Staff expertise is regularly audited and training opportunities are provided in how to fully support your child, both within the classroom, and within intervention sessions.

All staff regularly liaise with the SENDCo and other members of staff in regards to supporting children and providing the correctly differentiated work to meet the needs of your child.

The school will make sure that children with additional needs are able to take part fully in school trips, performances and other events as part of the curriculum.

All children including those with SEND are encouraged to take part in all after school clubs

The school will provide good, or better, teaching and extra support for your child. This is regularly monitored to ensure provision is effective.

Staffing arrangements are carefully considered to match the needs of individuals and staff specialisms/previous training are taken into account when identifying who will provide extra support for your child.

One Page Profiles provide key information on how to effectively support your child in class. These are read by all members of staff who work with your child and are updated regularly.

Staff meet regularly to moderate assessment levels and are trained in how to effectively assess the level that your child is currently working at. This enables all members of staff to accurately identify the next steps in your child's learning to ensure they make expected or better progress.

Provision is reviewed and monitored regularly.

Appropriate and Effective Teaching and Learning.

Additional resources may be obtained from Outside Agency Support Services in relation to social and/or communication difficulties, physical difficulties, learning difficulties, emotional or behavioural difficulties, or health/medical needs.

Teaching staff will be able to accurately assess the level children are working at and differentiate the curriculum to meet the needs of your child.

A range of different teaching styles and resources, including new technology such as ipads, are used to ensure your child is engaged in their learning.

Children will be assessed against the school's attainment levels or P Levels as appropriate. Staff have received training in this and school is moderated internally and by external agencies.

Where necessary, resources will be available to support the learning of children who have social and/or communication difficulties, physical difficulties, learning difficulties, emotional or behavioural difficulties, or health/medical needs.

Please also refer to the school's curriculum and assessment policies.

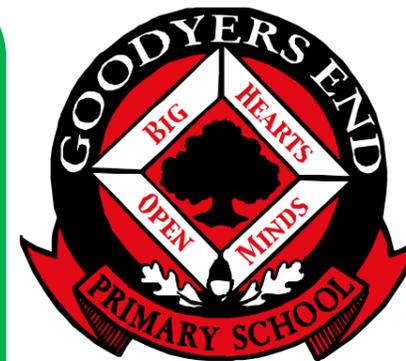
Support for your child will be provided through matching the work within the classroom to their needs (Quality First Teaching), through small group work or one-to-one work, and through intervention programmes to target specific areas of learning, as appropriate.

All children are assessed on entry to Goodyers End to ensure teaching matches their ability.

Adaptations can be made as appropriate to accommodate children with physical difficulties, hearing difficulties, or sight difficulties. Details of this can be found in the school's Accessibility Action Plan as part of our commitment to the Equality Act 2010.

A range of resources will be available in all learning areas to support learning for children working at different levels.

All pupils, including those with SEND are set targets as to the amount of progress they are expected to make. This is monitored regularly to ensure progress is good.



Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.

The Specialist Teacher Service (STS) assesses pupils to pinpoint their learning difficulty and will offer advice on how to support your child. They also offer advice on behaviour support.

The school regularly informs the governing body about SEN progress and training. The SEN Governor is Mrs C Marston.

Transition meetings take place at the end of every school year to inform the next class teacher of any children who require additional support and how to support them. This includes children moving on to Secondary school. School will also meet with the SENDCo from other Nursery Schools to discuss new starters as appropriate.

Further advice or support can be obtained from SENDIAS (Special Educational Needs Information and Advice Service) Their information can be found here:
<https://www.kids.org.uk/warwickshire-sendias-front-page>

The Integrated Disability Service are now part of STS and offer support with:

- Complex Needs teams
- Autism Team
- Accessibility Team
- Hearing/Visual Impairment
- Specific communication difficulties

Outside agencies we currently work with

Health Services:

- School Nurse
- Physiotherapists
- Speech and Language Therapists
- Occupational Therapist

Educational Psychology (EP) Services

Any child who starts at Goodyers End is assessed upon entry to identify any areas of support that may be needed, this includes children who join during the academic year.

We will work in partnership with you to identify the needs of your child and put in place the correct support, including family support if you need this.

Class teachers or the SENDCo may approach you before or after school to discuss your child's needs. You will be invited to attend review meetings, or asked to meet with a member of the Outside Agency Support team who is working with your child, to review their progress and the support that is in place. Your child will also be asked to contribute to the review of the Support Plan targets and to their one-page profile as appropriate.

Partnership Approach

The school will involve you in all decisions and listen to your views surrounding your child's area of difficulty or the support that they are receiving.

The school will try to involve your child in decisions about their learning

We may also carry out observations of your child working within the classroom to further our understanding of their difficulty. This will involve looking at your child's work and talking to your child about what they are doing and how they feel they are working. These observations and discussions ensure that we know your child well, including their interests and strengths as well as the support they require.

Any information that we have regarding your child, their area of difficulty, diagnosis or assessment information is highly confidential and will only be shared with other professionals if it is in your child's best interest.

Further information about the way we support your child in school, or on the interventions that they are receiving can be found on our school website, through talking to the class teacher, or through making an appointment to see the SENDCo.

The classroom environments are "Communication Friendly". This means that signs and symbols are used alongside written words within the classroom to aid communication. Visual Timetables are also in place in classrooms providing a visual prompt to the structure of the school day.

Our Family Learning Mentor is Mrs E Miller, an appointment can be made with her through the school office, alternatively she is often on the playground before school.

We will be happy to give you contact details for organisations who can give advice and support to you and your child.

Warwickshire Local Education Authority (LEA) local offer regarding SEN support and provision can be found here:
<http://www.warwickshire.gov.uk/send>

School adheres to the Children and Families Act 2014 which includes changes to the support for children with Special Educational Needs (SEN). As a result of this a document called "0-25 Special Educational Needs and Disabilities Code of Practice" sets out how schools work with and support children with SEND. These changes took effect on 1st September 2014. More information on these changes can be obtained from the SENDCo.