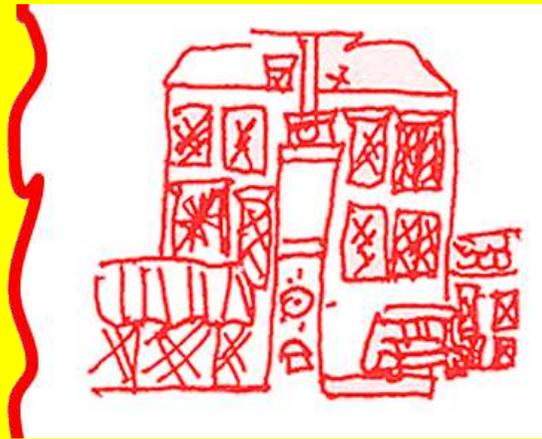


Smithy Street School

Special Educational Needs Report and School Offer

2019 -20

Not just a school...



but a learning community

What kind of school is Smithy Street?



Smithy Street is a community primary school.

We have a nursery for children aged 3 - 4. Children start school in the year that they turn 5 in one of our Reception classes.

There are two classes in each year group. There are **up to 30 children in each class**

Smithy Street is a successful, happy school with a strong sense of purpose. We believe that education has the power to transform children's lives and our school is incredibly important in the life of the local community. We are a diverse, inclusive school that strives to make a difference for every child. We have an excellent school offer for pupils with additional needs.

We are proud of our school and the work that we do here. **We are a rights respecting school and have been recently awarded silver status. We have two SENCOs who have achieved NASENCO accreditation. Chloe Filh -Pearson is the Assistant head for inclusion. Caroline O'Sullivan is the Inclusion co-leader. Kimberley Tarpey is currently undertaking the NASENCo qualification and will be supporting Caroline in her SENCO role while Chloe is on maternity leave.**

What do Ofsted say about Smithy Street?

"All groups of pupils achieve outstandingly well. Pupils with learning difficulties and/or disabilities make excellent progress because their specific learning needs are promptly and accurately identified and high-quality support is rapidly put in place."

In our last inspection in 2009 we were graded outstanding overall.



How will Smithy Street know if your child needs extra help?

During the summer term before the youngest children start at the school, we invite all the parents/carers in to the school to meet their child's class teacher. We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place for their child.

If a child has special educational needs it is very important that they get the help they need as soon as possible. In order to make sure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first few weeks at the school.

Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that develop later.

There are termly progress meetings held for each class. In these meetings the class teacher and phase leader meet to discuss the progress of all pupils in the class. Where there are concerns about a child's progress, these are discussed and appropriate advice is sought and support is put in place straight away. This is recorded on a class provision map.

If we think that a child may have special educational needs, we will arrange a meeting with the class teacher, parents and child where appropriate, to discuss our concerns and agree further action and support together.

We have a thorough whole school system for identifying and assessing SEN in pupils. This includes 'Toolkits' for each area of SEN for class teachers and the SENCO to follow.

What should I do if I think that my child may have a special educational need or a disability?



We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns.

Ask to speak to the class teacher about your concerns.

A meeting will be arranged for you to meet with the class teacher and one of the special educational needs coordinators (SENCOs). **Caroline O'Sullivan is the SENCO for pupils at SEN Support Stage and Kimberley will be supporting pupils in Yr. 4-6**

This meeting is called a 'Concern Meeting'.

During this meeting action will be agreed and a time to review the action will be made.

How will I know how Smithy Street is supporting my child and how will I be involved in decisions about my child's education?

Smithy Street has developed a wide range of ways in which we support children with additional needs.

We believe it is important that parents and pupils are involved in decisions about the support they receive. This is how we plan and review support:

- First we identify what the particular issue or problem is.
- We agree a programme of support that is carefully targeted on the particular area of difficulty.
- Everything is recorded on an SEN support document. This plan describes the outcomes that we hope to achieve and the support and strategies that we will put in place to do so.

- We review progress at termly review meetings alongside more informal professional discussion throughout the year between the adults working with the child.

Smithy Street uses person centred approaches that can make SEN processes more meaningful and effective for children.

How are decisions made about how much / what support my child will receive?



Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children.

Decisions about which support programme is best for a child are made by the Special Educational Needs Coordinator (SENCO) in consultation with a child's class teacher and parents /carers. Parents are invited to contribute to planning through termly parents meetings.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

How will I know how my child is doing?

All pupils identified as having special educational needs (SEN support) will be discussed in progress review meetings at least once a term with the class teacher and SENCO.

Children with EHC plans and their parents will have a termly meeting with the class teacher, **key worker** and SENCo. **One of these meetings includes a person centred annual review, where children are encouraged to participate sharing their views and aspirations. To ensure that children develop a better awareness of their own rights and further develop their pupil voice, we frame our meetings around significant**

articles from the UNICEF rights respecting charter

My Rights

- Article 3: All adults should do what is best for me. When adults make decisions, they should think about how their decisions will affect me.
- Article 12: I have the right to give my opinion, and for adults to listen and take it seriously
- Article 29: My education should help me to use and develop my talents and abilities.

During these meetings we will review your child's progress against previous targets which have been set and the impact of the support in place. We include the views of any professionals working with your child and make sure that both children and parents are aware of the child's next steps so that we can all work together to achieve them.

How will the curriculum be matched to my child's needs?

Children with special educational needs are generally taught alongside other children but lessons are designed so that all children in the class learn and make progress.

We do this by planning what's called 'differentiated' lessons. This means that all children are working on the same topic but the activities and questions teachers ask are matched to the ability of the child.

Some children use specialist ICT equipment to support their learning. (adapted keyboards/ touch screen computers/software)



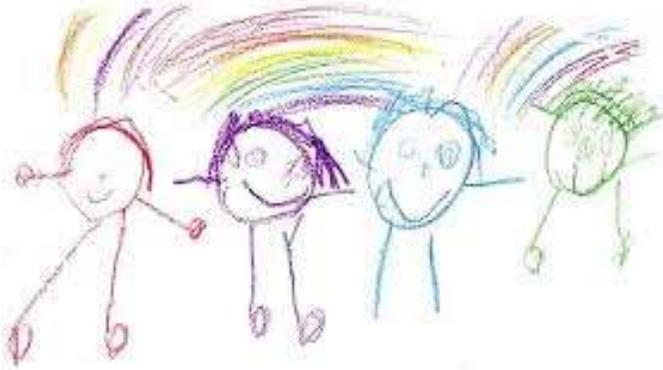
Some children will have additional adult support. We have a team of TA's working within each year group who receive regular training and support. A key worker from the year group team will be allocated to liaise with parents, SENCOs, teachers and outside professionals as required.

Some examples of adjustments that we have made are: individual workstations, height adjustable tables, writing slopes, coloured overlays, visual supports

We have a morning intervention group for a small group of children with significant language and communication difficulties. The children are taught by a specialist teacher and teaching assistants with support from a Speech and language Therapist . The children return to their classes for the afternoon sessions every day.

What support will there be for my child's overall well-being?

Children need to be happy and be able to behave appropriately to learn well so all our class teachers' work with children in their class to develop their social skills, behaviour and wellbeing.



We have a clear and strong behaviour policy and anti- bullying policy which we refer to regularly with children.

We have a set of school values which form the basis of our work and children are encouraged to reflect upon these values when resolving conflicts.

We **think carefully** about active learning and how to support children in developing effective learning behaviours.

We are using zones of regulation as a whole-school approach to support children's emotional health and well -being. Children are taught to recognise and express their emotions using the zones and strategies to help manage and regulate more difficult or negative emotions.

We have a learning mentor who works with children in and out of class, two members of staff are trained in delivering Drawing and Talking Therapy, a play therapist who works one day a week and our educational psychologist works with teachers and directly with children to enable them to develop effective learning behaviours and build positive relationships. **In addition we have two ELSA (Emotional Literacy Learning**

Assistant) trained members of staff who work with identified children to build up their emotional literacy.

If a pupil has particular behavioural needs, we create Behaviour Support Plans. We may seek advice from our Educational Psychologist or from the Local Authority behaviour support team.

What specialist services and expertise are available at or accessed by Smithy Street?

At Smithy Street we work with a variety of professionals to support our pupils with special educational needs:

	Communication and Interaction	Cognition and Learning	Social, mental and emotional health	Sensory and physical needs
In school services/support available.	<p>Speech and Language therapist - 2 days a week</p> <p>Language and communication Dinosaur Group - 5 mornings a week</p> <p>Language intervention programmes led by specially trained TAs</p>	<p>Educational Psychologist</p> <p>Learning intervention programmes led by specially trained TAs</p>	<p>Parental engagement worker - 1 day a week.</p> <p>Attendance Welfare Advisor - 1 morning a week</p> <p>Learning Mentor - full time.</p> <p>ELSA - full time</p> <p>Drawing and Talking Therapy - as needed.</p> <p>Play therapist - one day a week</p>	<p>Independent Occupational Therapist - as needed</p> <p>Sensory Room</p> <p>Yoga /Sensory circuits</p> <p>Fizzy Skills programme</p>

			Educational Psychologist input E.g. Cognitive Behaviour Therapy	
External services we can access	Phoenix Outreach Service (supporting children with a diagnosis of autism) Language and Communication Team EYFS speech services	Stephen Hawking Outreach Service - supporting pupils with severe learning Difficulties Specific Learning Difficulties Team	Child and Adolescent Mental Health Service (CAMHS) Cherry Trees Outreach Team Behaviour Support Team	Occupational Therapy Physiotherapy Visual Impairment Team Hearing Impairment Team

What training do the staff supporting children with additional needs receive?

Regular training opportunities are planned each term both through in-school training for identified areas of development and accessing external training to meet the needs of specific children. Every staff training session gives consideration to pupils with special educational needs.

Our training programme aims to ensure that all teachers:

- understand the different special educational needs
- know how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- know how to support the emotional needs of children with special educational needs
- understand how important it is to work closely with parents/carers and other professionals.

All staff (not only teachers) are required to attend training.

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



Any trips or outings we plan always include children with special educational needs and/or disabilities. This includes our residential trips in Year 6.

We use part of our budget to make sure that any support needed can be provided.

We consult with parents/carers where appropriate before arrangements are finalised.



How accessible is the school environment?

The majority of our classrooms are fully accessible for children with mobility issues. We can move our classes if we need to in order to accommodate a child who joins the school.
The school has two lifts.

There are disabled toilets available close to the Reception and outside the Year 1 classrooms. There is another accessible toilet with a changing couch and ceiling track hoist on the first floor.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services for example Occupational Therapy.



How will the school prepare and support my child during times of transition?

We have close working relationships with other pre-school providers and services in the local area and we encourage them also to visit to help prepare children who will be joining Smithy Street.

As mentioned before, we invite all the parent/carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

Children moving into Reception and Year 1 visit their new classroom several times before the start of the new school year. Reception class teachers introduce the children to the school once they start to make sure they are confident in their new surroundings.

We help older children prepare for secondary school through whole class work in Year 6. This helps the children understand for example how a typical day works in a secondary school, what their timetable might look like, how to find out who to go to for help if they need it.

We work closely with other local schools, including Special Schools, to aid a smooth transition for children who join the school at other times. Where appropriate, we organise Team Around the Child meetings to facilitate transition. We arrange for our staff to visit pupils in their previous schools and arrange times for the pupil to come and visit us to meet their new class. We use social stories and transition booklets to support this process.

Pupils with more significant special educational needs take part in more extensive transition programmes at the end of each academic year. This includes making their own transition booklets, visiting their new classes and teachers to take photos for the booklet and making an 'All About Me' booklet for their new class teacher.

Who can I contact for further information?

- Your child's class teacher.
- The Special educational Needs Coordinators Chloe Filh- Pearson (Assistant Head teacher, SENCo) and Caroline O'Sullivan (SENCo) Kimberley Tarpey
 - A senior member of staff: Sharron McGuicken: Assistant Head teacher, Jim Maycock: Deputy Head teacher, Edith Philipsen: Head teacher

