Our Lady of Perpetual Succour Catholic Academy

**Our Lady of Lourdes Catholic Multi-Academy Trust**

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# Special Educational Needs – Annual Report to Parents 2020-2021

**Our Mission**

At Our Lady of Perpetual Succour Catholic Academy we **learn to love and love to learn.** We are a Catholic community, guided by the light of Christ and working in partnership with parents and parish, where every member is encouraged to grow in their faith and give witness to others.

We are an exciting learning community where **every child is given the opportunity to enjoy reaching their full potential** – intellectually, spiritually, physically and creatively.

We are a loving community where each person is cared for as a unique gift from God and can grow socially and emotionally in a happy and safe atmosphere of mutual love and respect.

**Our School Vision**

At Our Lady’s school we aim to enable all children to achieve their full potential and to be included fully in our exciting and stimulating school life, in which all children are supported in growing physically, socially, emotionally and intellectually within an inclusive environment, in which everyone is valued as a unique gift from God.

*This new Special Educational Needs and Disability Code of Practice will play a vital role in underpinning the major reform programme. For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities*

*will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve.*

*DFE, SEN code of Practice 2015*

Our school believes that with appropriate provision, every child with a special education need or disability, should have aspirational targets, building upon their strengths and building within their areas of development. We strive hard to offer this support daily in school and work closely with parents and where needed, outside agencies, to plan, ask questions, make decisions and provide for each child’s individual needs.

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**What special educational needs do we currently support at Our Lady’s School?** Having a special educational need and/or disability (SEND) can affect a child or young person’s ability to learn. The child’s behaviour, ability to socialize, reading and writing skills, concentration levels and physical ability can be affected. 44 children are currently on Our Lady’s SEND register (January 2021).

|  |  |  |  |
| --- | --- | --- | --- |
| Level of Special Educational Need  or Disability | Number of pupils | Percent of school pupils  R – Y6 | Area of need  (some pupils have multiple areas of need) |
| School Support | 1 EYFS  20 KS1  31 KS2 | 33% KS1  25% KS2 | * Communication, interaction and language needs * Cognitive and learning needs * Social, emotional and mental health needs * Physical and sensory needs |
| School support with Higher Level Needs (HLN) | 3 | 1% R – Y6 | Areas of need as described above.  HLN funding is bid for by school to seek additional funding to enable school to support children with a higher level of need (staffing, resourcing). |
| SEND with an Educational Health Care Plan (EHC Plan) | 3 EHCPs | 1% | * Communication, interaction and language needs An EHC Plan is allocated to pupils with more complex needs, to support their current education setting further or to enable the child/parents to explore special school support when appropriate. |
| Total number of  SEND | R – Y6:  44 pupils | % |  |

**Areas of need:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary area of need: | Communication and interaction | Cognition and learning | Social, emotional and  mental health | Sensory and physical needs |
| Percentage of  pupils: | **24** – 11% of sch  47% of SEND | **25** – 12% of sch | **2** – 1% of sch | **0** – 0% |

\*Numbers are equated based on children’s most significant need.

As part of the school’s SEND provision, some pupils and their families have been supported through the BEMH (Behavioural Emotional Mental Health) referral process. This process enables children’s needs to be explored further. Where further support is agreed necessary, agencies are contacted through the service and/or parenting courses are offered.

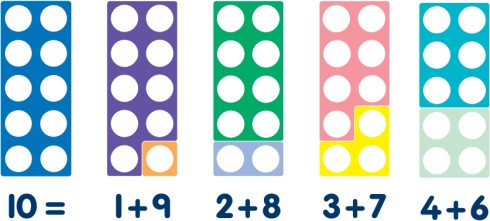
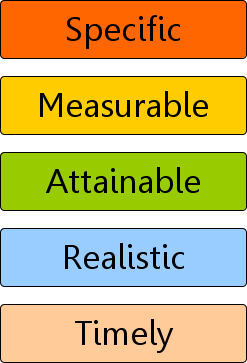
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**How do we support a child with special educational needs?**

See also ‘Graduated Support’ in our Special Educational Needs and Disability Policy –

Quality First Teaching (p.8-9) on the school website – ‘Curriculum’ section.

The class teacher will plan and provide learning experiences for every child in their class, with specific thought and planning for children with SEND. This may include differentiated tasks, activities that are engaging and focus on specific targets. Targets should be manageable, but aspirational where possible, aiming for the child to meet age- related expectations and beyond. The teacher will track the progress of each child and the planned next steps will very much depend on the child’s performance in their work. Wherever possible, children work on their individual targets and these are monitored by the class teacher and SENDCo.



**Additional support and provision includes:**

* Having SMART targets set by the class teacher to meet a child’s individual needs

(SMART – Specific, Measurable, Achievable, Realistic, Time to be achieved).

* Children with a higher-level need and children with an Education Health Care Plan have a provision map/target sheet that state targets and interventions a child receives.
* Termly meetings with your child’s class teacher. Children with HLN funding or an EHCP have more formal multi-agency review meetings termly.
* Class teacher leads small group or 1:1 sessions.
* Teaching assistant support – this may be 1:1 or within a small group, planned for by the class teacher. TA’s focus on a specific area of support, for example, reading interventions (including lunchtime 1:1s), Mathematics tuition, phonics, speech and language, fine and gross motor skills.
* Careful use of resources including symbols, picture exchange communication (PECs), iPads, Numicon (see image left), speech and language and many every day class based resources that support children in accessing their learning and achieving their targets.
* Nurture groups and play therapy.
* Access to sensory play and social, communication and interaction

skills take place including music interaction when applicable.

* Access to external agency support when it is agreed necessary.

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# How do we identify children who need extra help and may have a special educational need?



Children are identified as having a special educational need through a variety of methods including:

* + When children are identified as performing below age related levels, within marking, test results and informal observations
  + When concerns are raised by parents
  + Concerns can be raised by a class teacher, for example, if a child’s behaviour is affecting a child’s performance in class or they have noticed a significant change in behaviour
  + During consultations between teachers and the leadership team, where progress is discussed, and individuals raise a cause for concern
  + Health diagnosis, for example, through a paediatrician
  + Through liaison with previous school or educational setting, when appropriate

Early, timely intervention is best. Where extra support is in place early and interventions are specifically targeted to meet a child’s needs, the child is more likely to make progress and minimise any gaps or misconceptions in their learning, as much as possible.

Where children respond and make good progress, through consultation with parents, the child can be removed from the school’s SEN

register if and when appropriate.

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# What should a parent do if they believe their child has a special educational need?



Come and talk to a member of staff as soon as you have a concern. Your child’s class teacher is your first point of contact. The child’s class teacher will consult with Mrs Thompson (Special Educational Needs and Disability Coordinator). We take all concerns that are raised seriously and will monitor and respond to the concerns parents raise as swiftly as possible. Often there is a need for monitoring before any action is taken, in partnership with parents.

We pride ourselves on building positive relationships with parents. We aim to be open and honest and involve you in the decisions we make to enable your child to be happy and reach their full potential.

# Who will explain my child’s needs and progress to me?



Class teachers meet with parents of children with special educational needs (School Support) at least once a term. This can be as part of a Parent’s Evening, if parents wish, but this is not always the most effective opportunity as we recognise further time is likely to be required to discuss

your child’s provision and needs. Additional or alternative meetings are

encouraged, at a convenient time for parents and school staff.

Often informal day-to-day conversations help ensure a child has a successful day, for example, a parent letting a class teacher know how the child’s morning has gone so far can be extremely useful. Teaching assistants are often available at the time of the bell in the morning, who will happily pass on a message if your class teacher is busy with the rest of their class. A little adjustment to the day or a comforting word can make a big difference to your child’s day.

More formal meetings, led by Mrs Thompson (SENCo) are held termly for children identified as having a higher-level need or who have an Education Health Care Plan, where targets and provision are reviewed with parent and external agencies present.

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# How is the Special Educational Needs Coordinator (SENDCO – Mrs Thompson) involved in supporting my child and what are Mrs. Thompson’s responsibilities?

Mrs Thompson is responsible for overseeing the provision of SEND across the school. This involves liaising with and advising class teachers, when required. There will be formal and informal opportunities throughout the year when Mrs Thompson will observe children identified as having a special educational need and she will review individual provision with the class teacher when necessary, to ensure the best provision is in place to meet each individual child’s needs.

Mrs Thompson communicates with external agencies including schools and family services, educational psychology services, health and social services and voluntary bodies. She is responsible for making appropriate provision to overcome all barriers to learning, following recommendations made by external agencies in order to ensure pupils with SEN have full access to the National Curriculum if possible. Mrs Thompson leads multi-agency review meetings termly, for children with HLN or an EHC plan, which external agencies involved are invited to.

Mrs Thompson should be contacted by parents (via the school office) if parents feel their child is not receiving the necessary support or would like to know more information about the provision their child is receiving.

(See SEND Policy p.4-5 for further details)

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# What are a Class Teacher’s responsibilities for supporting a child in their class with special educational needs?



All class teachers teach pupils with special educational needs. Each teacher is responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, that is differentiated and personalised, should be available for **all** pupils. Continuous monitoring of pupils with SEN by their class teacher helps to ensure that they are able to reach their full potential.

Learning should be through fun and exciting tasks, to motivate and engage children in the process of learning. Our Class teachers aim to work closely with parents to gain a better understanding of each child, and involve parents in all stages

of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular reports on their child’s progress.



# How do teachers match the curriculum to an individual child’s needs?

Where possible we will try to meet every child’s needs within the classroom by ensuring that our planning and teaching approaches meet the needs of the majority, if not all children in our school. This might mean three or more levels of work are taking place within one lesson. On occasions, individual provision and resources may be required for a child to access their work. In a few cases recently, parents agreed the best provision would be for their child to access work in a different year group. The child is at the centre of all decision making.

Other methods of differentiation include peer support, annotation/scribing by the teacher (where a child can show greater knowledge verbally compared to their written form), teaching prompts – questions and picture clues, use of talking postcards, teacher/teaching assistant support, bite size tasks to name a few.

There are some occasions when a child’s needs might be met more fully in a

different classroom.

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# How are the school’s resources and funding allocated and matched to meet



**the needs of children with special educational needs?**

We make sure that children with special needs are provided for to the best of the school’s ability, with the funds available. 3 children currently receive Higher Level Funding from the Local Authority, which supports the school’s delegated SEN budget. Funding is used to provide resources including (i) human resources (direct teacher or teaching assistant time), or (ii) physical resources that support the children within their work (cubes, iPads, Numicon and much more).

Teaching assistants deliver programmes, additional to lessons taught in the classroom. Children are assigned to the interventions they require in order to meet their needs, for example, developing fine motor skills - aiming to improve their handwriting.

The school SEN budget is allocated on a needs basis. The children who have the most complex needs are given the most support. The budget is allocated to help children make progress academically and also grow personally, socially and emotionally.

# How is the decision made about what type and how much support my child will receive?



In collaboration with the child, their parent, class teacher and the SENCo, when a child is considered as having a special educational need, a decision will be made about what support will be appropriate and what school are able to offer.

Different children will require different levels of

support in order to help them achieve their full potential.

Pupil voice provides a strong insight into the quality and effectiveness of current support. Children know what does and does not work for them, especially as they get older, and it is important we respond to their views alongside other factors.

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# How does the school monitor progress and assess the impact of the interventions and additional support a child with SEND receives?



Termly review meetings will explore whether targets are being met, although there should be no surprises here. Targets should be present in the classroom and on-going informal discussion takes place between teaching staff and parents as a child makes steps towards meeting their targets and accomplishing them.

Teachers will also monitor individual children’s progress against national age-related expectations and these are discussed at pupil progress meetings.

Verbal and written feedback from the teacher, parent and pupil also inform the impact of interventions. Some parents appreciate receiving informal feedback more often in this way, through a diary or short conversation. Where beneficial, diaries or an email system is agreed between school and parents.

More formal monitoring of children with SEN’s progress is completed termly and reported to Governors. Each child is considered independently. Their progress in previous years is reflected upon and each new school year a new target is agreed between the current teacher, previous teacher and SEND coordinator. Children’s progress is assessed based on whether they are making acceptable progress towards their own target or not. Targets must be challenging, but achievable.

# What opportunities are there for me to discuss my child’s progress?



We strive to work in partnership between home and school. A strong partnership leads to children being secure, happy and enthusiastic about working towards their targets. You are welcome to discuss your child’s progress at parent’s evenings and/or meet on a separate occasion, maybe after school, when time is less constrained.

Termly meetings are a minimal expectation.

Teachers often have informal chats with parents on the playground, for example, to share news about a child’s successes that day. These are very informal opportunities. For more important issues, you are always welcome to make an appointment with either your child’s class teacher or Mrs Thompson (SENCo). Contact the school office (0115 9150500) and leave a

message

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# How will you help me to support my child’s learning?

Teachers differentiate lessons to meet individual children’s needs and set the correct level of challenge. If your child is receiving additional support to that of their peers, they should have either a target sheet, personalised to their needs and interests or a provision map. Both documents are shared in partnership with pupils and their parents. During the meeting, the targets are agreed and the teacher shares ways in which the family can help support the child in the home, in order to work towards their targets.

In most cases, class teachers also provide

more specific homework, to meet a child’s needs

and help them work towards their targets. We aim to make homework more specific for children with SEN in order that they work regularly on their specific targets.

If a class teacher needs to discuss an issue with you, a phone call will be made to arrange an appointment. Conversations are held privately and strategies to support your child will be offered.

# If my child is identified by the school as having a special educational need, will they always remain on the special needs register throughout their school years?



No, not necessarily. Prior to your child being identified as having a special educational need, your child is likely to have been monitored closely and their progress will have been considered insufficient in one or more areas of their learning. With additional support,

interventions and by the class teacher setting carefully planned work to meet your child’s individual needs, it is expected that this will enable your child to accelerate and make greater progress. Where children narrow the gap and are assessed as working at a more age related level , in partnership with parents, a decision may be made to withdraw additional support and they will no longer be considered as receiving SEN School Support.

Please note, sometimes - even with additional support, not all children accelerate and may require SEN School Support for the duration of their time at Our Lady’s school and beyond. Some children continue to make slow and steady progress. Each child is assessed, and decisions are made according to each individual child’s circumstance.

# How are parents involved in school life?



Parents are welcome as volunteers into school, for example, to listen to readers and support creative lessons. Help is much appreciated right across the school – even an hour is beneficial.

Weekly Special Mention assemblies are well attended by a number of parents. All are welcome. Regular themed days are made all the more special when parents share their skills, for example, polish dancing.

Parents are welcome into school for storytelling and a range of activities linked to specific curriculum areas, for example, Cultural diversity Day. We are open to parents coming in to school to observe lessons, arranged with your child’s class teacher. Particularly in EYFS, teachers offer ‘Stay and Play’ sessions which introduce parents to the kind of activities the children explore each day.

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# What is the pastoral, medical and social support available to ensure my child’s



**overall well-being?**

Our Lady’s school’s moto is ‘Learn to love, Love to learn’. We are a caring and understanding community, built on Christian values of mutual love and respect. We welcome and celebrate diversity and nurture our children in order to help them become confident members of modern society.

Teaching staff greet and dismiss children on the playground each day. This encourages a smooth transition between home and school.

Breakfast club is well attended, helping children to develop life skills and independence. Your child’s class teacher has overall responsibility for each child’s pastoral, medical and social support in their class. Personal, social and health education (PSHE) is a key part of the curriculum, often linked with other areas of learning (IT, Science). Keeping healthy and making positive lifestyle choices is led and promoted by Sarah Herbert, our Physical Education and Healthy Schools Coordinator, supported by all staff, and she is available to meet with you to discuss any ideas or concerns you have.

Children with concerns about eating e.g. maybe they are a little fussy or slow at eating, are encouraged to try different types of food and support is offered to individual children where necessary.

Children are not rushed to eat their food. They are encouraged to use good manners and enjoy the social element of eating together.

There are two playgrounds at school – one for Foundation Stage and Key Stage 1 and another for Key Stage 2. Some children with special educational needs receive support at lunchtimes to ensure they are safe and are happily engaged in activities.

We offer ‘Think Children’ sessions – a 10-week programme, for children who benefit from further emotional and well-being support.

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**How does the school manage the administration of medicines and personal care?**

We have a policy regarding the administration and management of medicines on the school website. Parents should contact the school office if medication has been prescribed by a health care professional. No medicine can be administered that has not been prescribed by a doctor.

Good personal hygiene is encouraged through PSHE lessons, activities and throughout our Science curriculum.

# What support is there for behaviour, increasing attendance and avoiding exclusions?

Staff follow the school behaviour policy and promote a positive approach to behaviour management. We make every effort to include all pupils in the learning activities and in social times.

Attendance is monitored. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.

Good whole class attendance is celebrated weekly, with a special reward for the highest class attendance at the end of the academic year.

If a child is at risk of exclusion a Pastoral Support Plan (PSP) or similar plan is written, with the pupil and parent’s support. The plan should identify specific issues and reflect the relevant support and targets that are in place.

Parents are informed immediately when a more serious behaviour incident takes place. Children are encouraged to reflect on their behaviour, with support, helping us and themselves to understand why an incident happened and what the child needs to do differently next time to change and improve their behaviour. Governors are informed of any ‘times of reflection’ and exclusions.

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# How will my child be able to contribute their views?



Children’s views are valued and celebrated within all aspects of school life. Each class has two school council members who seek and report the views of their class. Children discuss their targets with their class teacher.

This helps to make the targets achievable and personalised to meet the child’s individual needs. More crucially, when target setting, the child’s views on what support they require and resources they benefit from using is of significant importance in order for the child to achieve success.

Children with a higher level need are encouraged to attend multi-agency review meetings. They are encouraged to share their own views on how they feel they are doing in school generally and more specifically regarding their targets.

# What specialist services and expertise are available or accessed by the school?

The school accesses training from the local authority where specialist services lead training sessions. We also work closely with any external agencies that we feel are relevant to individual children’s needs within our school. These may include: School nurse, GP, Paediatrician, Speech and Language Therapists, Educational Psychologists, the Behaviour Support service, the Child and Adult Mental Health Service, and Social Services.

The Nottingham City Local Offer is available at:

[www.nottinghamcity.gov.uk/localoffer](http://www.nottinghamcity.gov.uk/localoffer)

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# What training has school staff, working with children with a special educational need, had this year?



All staff members have had safeguarding training (at their appropriate level). Three members of staff received de- escalation training to allow them to safely support a child

demonstrating unsafe behaviour towards themselves or others. Sarah Golding,

the Autism Support teacher, has offered advice and support regarding children with

ASD needs . Sarah Elliott, the Learning Support teacher, has offered advice

and support regarding children with learning needs. Sarah Stockley, the Behaviour

Support teacher has offered advice and support regarding children with behavioural

needs. Mrs Thompson is participating in both ELSA, and Routes to Inclusion training

this academic year, to support children with SEMH needs.

Specific training and advice is received from external services when necessary

in order to meet the needs of individual children, particularly regarding speech

and language.

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# How will my child be included in activities outside of the classroom and residential trips?



We aim for all children to be included on school day trips and provide the necessary adaption where necessary, if it is appropriate to them. Where the purpose of the trip is not appropriate for a child, an alternative provision is agreed. With regards to residential trips, we consult closely with parents in order to meet the needs of the individual pupil, with the child’s best interest at the centre of the decision-making process.

A risk assessment is carried out prior to any off site activity to ensure everyone’s health and safety needs are met and maintain a low level of risk. In the unlikely event that it is considered unsafe for a child to take part, an alternative activity, covering the same curriculum area or a specific enrichment activity, will be provided by school.

# How accessible is the school environment?



There is a disabled parking bay on school grounds. The school is on one-level and there is a ramp for wheelchair access at the main entrance. There is one disabled toilet, which is large enough to accommodate changing and personal care.

Mrs Toner is proactive in ensuring the school environment meets the needs of all pupils. Work stations and visual resources (time tables, prompts) are located where necessary to support the needs of individual pupils.

We have a small number of focused provision rooms which are used to offer provision for pupils who do not access the classroom learning and benefit from a smaller, calmer environment, where work can be tailored to their needs. Sensory activities, small world play, speech and language activities all require a quiet learning environment.

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# How will the school support my child when joining the school or transferring to a new school?

* + All new children are encouraged to come and visit the school and meet their new class teacher and peers with their parent(s).
  + Sometimes a phased transition is necessary for children with a special educational need. This helps a child to acclimatise to their new environment.
  + Members of staff visit a child in their home or previous setting environment where this is beneficial. Our EYFS visit all children in their home before they join our school community.
  + Social stories and ‘Getting to know…’ books are also used with children to help them become familiar with a new routine or new surroundings and people.
  + When a child is moving to secondary school, plans are made as early as possible (once it is certain which school they are to attend). Mrs Thompson liaises closely with the secondary school’s SENCo or Head of Year in order to ensure a smooth transition, necessary paperwork is completed and the child’s needs are discussed and understood. A celebration of the pupil’s time at Our Lady’s is held, where appropriate, in which all current agencies/staff and the secondary staff are invited along with the pupil’s parent(s).
  + The LA Transition Team support children with higher level needs or an EHC plan, and this work often begins as the child enters year 6. One child has received this support this year. Time tabling, organisational skills and positive communication skills are developed alongside extra visits to the school.
  + For children working at School Support, Mrs Thompson will arrange and support extra school visits and preparation work where necessary.

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# Who can I contact for further information or to discuss a concern?

* + Your child’s class teacher should be your first point of contact if you have a concern – they know your child best. They spend most time with your child and are responsible for meeting your child’s needs.
  + Mrs Thompson (SENCo) will gladly meet with you, to discuss provision for your child and discuss their progress (Tel. 0115 9150500). Mrs Thompson will review provision if you consider your child’s needs are not being met effectively.
  + Read our Special Needs and Disability Policy, our School Offer and Provision Map (interventions available) on our school website
  + (<http://www.ourladyopsbulwell.com/> Go to the Curriculum page, then click on Special Educational Needs and Disability on the right hand side menu).
  + Nottingham Parent Partnership - <http://www.ppsnotts.org.uk/> is an organisation that provides independent advice and support for families.

# What next for special educational needs provision at Our Lady’s School?

* + SEND paperwork will be reviewed annually. Documents will be updated where necessary and uploaded to the website.
  + Parent and pupil questionnaires regarding SEN support will take place this coming academic year.
  + Links will be explored with other schools, including special schools – for training and diversity purposes.
  + Learning events e.g. Stay and Play and Phonics sessions, will be scheduled where teachers will share how we do things in class, in order to support parents at home.
  + Meetings additional to parent’s evening must take place for pupils

identified as having a special educational need.

* + Specific training for TAs to support their work with SEN - Numicon training, Speech and Language support, PECs. R2I – for staff? Lego therapy
  + Develop pupil passports and ensure all staff have received training on the Autistic Spectrum Disorder – led by LA staff.
  + Monitor how dyslexic friendly our classrooms and teaching are

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# Glossary of abbreviations you may find in this and other relevant reports

ASC Autistic Spectrum Condition / a child that is on the Autistic Spectrum CAF Common Assessment Framework

CAMHS Children and Adolescent Mental Health Service COP Code of Practice

EBD Emotional and Behavioural Disorder EEYAP Enhanced Early Years Action Plus EHCP Educational Health Care Plan

ESAP Enhanced School Action Plus EY Early Years

EYSS Early Years School Support FS Foundation Stage

HI Hearing Impairment

HLN Higher Level Need

IEP Individual Education Plan (Provision Map) INSET In –Service Training

KS Key Stage

LA Local Authority

MLD Moderate Learning Difficulties PD Physical Disabilities

PECs Picture Exchange Communication

PIPS Performance Indicators in Primary Schools

PIVATS Performance Indicators for Value Added Target Setting SALT Speech and Language therapy

SATs Standardised Attainment Tests

SEND Special Educational Needs and Disabilities SENCO Special Educational Needs Co-ordinator SENDA Special Educational Needs and Disability Act SLD Severe Learning Difficulties

SMART Simple Measureable Achievable Realistic Timely targets SS School Support

TA Teaching Assistant

TAMHS Targeting Mental Health in School

VI Visual Impairment 21