

Alverton Community Primary School

SEND Information Report

Everyone at Alverton Community Primary School works together to ensure the key aims of our Inclusion Policy are met:

- All children are happy and feel secure
- All children are treated as equals
- All children achieve to their full potential
- All children have access to a broad and balanced curriculum

We strive to ensure that every child's need is met and that they make good progress.

The following outlines briefly the SEND provision made at Alverton CP School. Please refer to our SEND Policy for more information or contact the school.

What types of SEND can Alverton CP School provide for?

Children with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the child is welcomed and strategies sought to meet needs.

How do we identify children with SEN?

All staff at Alverton Community Primary School are committed to providing high standards of teaching (Quality First Teaching) to ensure that all children can make good progress in their learning. Lessons are differentiated to ensure that they meet the needs of all learners. A range of teaching styles and resources are routinely used. There are Teaching Assistants in every class who work closely with the teachers to ensure children are well supported in their learning. The headteacher, Senior Leaders and SENCO regularly monitor Quality First Teaching provision. Progress is monitored half termly and progress meetings are carried out to discuss the progress being made by all children in each class.

Where staff feel that a child requires additional support because they have a SEN this will be shared with the school SENCO and discussed carefully with parents. Information about the child's strengths and interests, difficulties and barriers to learning may be recorded in a document called an Individual Provision Plan. This will also include:-

- details of any strategies regularly being used to support the child in class;
- details of any extra support or interventions for the child
- learning targets, outcomes and detail about how progress will be measured
- the next date when progress will be reviewed.

Most pupils will benefit from this level of SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

How do we communicate with parents?

We communicate regularly with parents, at least once a term, to discuss how well a child is doing. Frequent communication is vital so that we can work closely with parents, whose knowledge and understanding of their child's needs is essential to support the school in making the best provision for them.

We explain to parents where the child is in their learning, clearly share information about interventions that are in place, and the impact they are having, and work with parents to set appropriate targets for their child.

What provision is available for children with SEN at Alverton?

We have Provision Maps detailing all provision available for children in our school. These detail approaches, resources and interventions that are available to support children with SEN and are presented in the following categories:

Cognition and Learning

Emotional, Social and Mental Health Needs

Communication and Interaction

Medical and Health

A range of interventions are available to support the needs of all children. We closely monitor the progress made by children receiving support through a specific intervention and the impact on learning.

Skilled Teaching Assistants work in each class to support both individuals and groups of children. Our Teaching Assistants are highly valued and receive regular training in delivery of support, intervention and in different types of SEND

What are our expectations for our pupils with SEND?

At Alverton School we have high expectations of all of our learners and strive to ensure that all children achieve their potential. We expect that our pupils with SEN will make good progress, at least in line with other children of their age. We regularly monitor progress to ensure that targets are met and that progress is in line with our expectations.

How do we support transition for SEN pupils?

When it is time for a child to leave Alverton and move to a new school a transition review will be carried out in plenty of time before the move. Parents and staff from the receiving school will be invited to attend. Transition meetings and visits can be arranged for the pupil,

accompanied by a well-known member of staff if it is felt necessary. We complete 'Inclusion Passports' for all of our Year 6 pupils. These documents give valuable information about each child with SEN, including strengths, interests and achievements, and also summarise the support that the child has received over a period of time. We also share information about successful, and unsuccessful, strategies that have been used to support the child and what difference support and intervention has made to the child's learning and confidence.

All SEN documents, for examples Individual Provision Plans and Progress information, will follow the child to the new school.

Key Staff Contacts:

Headteacher - Mr Richard Linsley

SENCO - Miss Sarah Eddowes

Governors with Responsibility for SEN: Mrs Penny Schofield

In the event that a parent wishes to make a complaint about SEN Provision within school it is always best to approach the teacher, head teacher or SENCO first, to see if your concerns can be immediately addressed. If this does not lead to a satisfactory resolution of the issue then a formal complaint may be made by writing to the chair of governors at the school.