



Spon Gate Primary School SEND Information Report

General statement

Spon Gate Primary School is a mainstream school with a nursery. It has approximately two hundred and eighty pupils on roll. Spon Gate Primary School is an inclusive school with children from all over the world. Staff have high expectations for all children at our school, including those with Special Educational Needs and/or Disability (SEND) and all children are supported to achieve their best.

This information report is designed to give you information about the support and services that we provide to children, including those with SEND. If you have any questions about the support that is available for your child to support their learning and well-being, please speak to their class teacher or the Special Educational Needs Co-ordinator (SENCo) Ms Edwards.

Glossary of terms

SEND	Special Educational Needs and/or Disability
SENCo	Special Educational Needs Co-ordinator
IPP	Individual Provision Plan
Outside agencies	These are specialist teachers and agencies that can support the school and children who have SEN. These include Learning and Well-Being Support Service, Educational Psychology Service and Speech and Language therapists
EHC plan	Education and Health Care plan
ASD	Autistic Spectrum Disorder

This is a 'live' document and will be updated at regular intervals.

Regulations from the new Code of Practice for SEN	Frequently Asked Questions	Spon Gate Primary's approach
<p>1. The kinds of special educational needs for which provision is made at the school</p>	<p>What is SEN?</p> <p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>A child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational support to be made available to them.</p> <p>A number of our pupils do have special educational needs. Children are identified as having SEN when their progress has slowed or stopped and the teaching, interventions and resources we normally put in place do not enable improvement. We use a Provision Map to ensure that the children's learning needs are met either through high quality teaching or interventions provided both within and outside the class. Children who are being supported by an outside agency have an Individual Provision Plan which specifies long term and short term targets. This enables us to monitor progress.</p> <p>There are a range of Special Educational Needs at Spon Gate. These include children with speech and communication needs (including children who have autism), children with sensory needs such as sight and hearing, children with learning needs and children with social and emotional needs.</p>
<p>2. Information related to mainstream schools about the school's policies for</p>	<p>How do you know if a pupil has SEN?</p>	<p>Our class teachers closely monitor the progress made by all the children and ask advice from the</p>

<p>the identification and assessment of pupils with SEN</p>	<p>How will I know if my child is receiving SEN support?</p>	<p>SENCo or Inclusion Leader as soon as they have concerns about any pupil. The SENCo helps class teachers to plan activities such as small group interventions to help the child. If these activities do not help the child to make good progress, the SENCo might seek advice or assessment from an outside agency such as Learning and Well-being Support or Speech and Language.</p> <p>If the school believes that your child has SEN, a meeting will be organised with you so that we can discuss plans to help him or her make better progress.</p>
<p>3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans</p>	<p>Where can I find information about the school SEN Policy?</p> <p>What is an EHC plan?</p>	<p>Spon Gate School is committed to Inclusive Education. Our SEN policy can be found on the school website. Please contact Rebecca Edwards, SENCo, for further information.</p> <p>AN EHC plan is and Education and Health Care Plan. From the 1st September 2014 these will replace a Statement of Special Educational Needs.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How do you make sure that the SEN support is helping pupils make better progress?</p>	<p>Children's progress is tracked each term. If we are not satisfied with progress we will provide differentiated work and possibly an intervention or one to one work. Each term we do a provision map showing what support is being provided for every child. The children in Spon Gate generally come into school with lower than national average attainment. Following the support provided in school levels on leaving in Year 6 are generally in line with the National Average.</p>

	<p>How will I know if my child is making progress?</p>	<p>Class teachers are available to discuss concerns that you may have regarding your child's progress. We also have a parents meeting each term and a report in the Spring term. Parents and carers of children with SEND are invited to a termly review meeting to review their child's Individual Intervention Plan. At this meeting the child's targets are discussed and new targets are set.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I be involved in those reviews?</p> <p>Who else will be there?</p>	<p>Children with Special Educational Needs will have an Individual Provision Plan with long term objectives and short term targets, and these will be produced by the school and parents/carers. Work to support these targets will be carried out in class but parents will also need to work on these targets at home. The IEP will be reviewed with parents each term and new targets set based on progress.</p> <p>The review meetings will give you and the Class Teacher the opportunity to discuss how we can support your child's progress.</p> <p>If your child has had an assessment by an outside agency the results can be shared at these review meetings.</p>
<p>3c. The school's approach to teaching pupils with SEN</p>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn?</p>	<p>At Spon Gate we work hard to challenge and support children to achieve to their full potential in a happy, safe, tolerant and caring environment. The teacher will have the highest possible expectations for your child and all pupils in his or her class. All teaching is based on building on what your child already knows, can do and can</p>

		<p>understand. Class Teachers will use a variety of resources and teaching methods to provide exciting and stimulating lessons where your child can learn. This may involve things like using more practical learning or providing different resources adapted for your child. Your child's teacher will also put in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task. Your child's teacher is constantly assessing progress and will have carefully checked on your child's progress to monitor if your child has gaps in their learning. They will plan group sessions for your child with targets to help your child to make more progress. These group activities might be led by either a teacher or a teaching assistant working to plans made by the class teacher. The school follows the National Curriculum which is carefully planned to provide a curriculum which is broad and balanced. As a school we believe in providing opportunities to experience the outside world through enrichment activities and trips. Each year the Year 6 children have the opportunity to visit the outward bound setting in Wales. There are after school clubs every day which provide further enrichment opportunities that the children thoroughly enjoy.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with SEN</p>	<p>How can I find out more about what my child is learning at the moment? How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p>	<p>There is information about what children learn in each year group on our website. We recognise the importance of a safe and welcoming environment for the children and visitors. The school site is accessible and we ensure that all children have access to different</p>

		<p>areas of the school. However, the Spon Gate building is on split levels with access to the levels via stairs.</p> <p>We provide lunchtime clubs and activities provided by our lunchtime supervisors. Children who find the playground difficult at lunchtime are welcome to attend the clubs provided.</p>
<p>3e. Additional support for learning that is available to pupils with SEN</p>	<p>Is there any extra support available to help pupils with SEND with their learning?</p> <p>How will I know if my child is getting extra support?</p>	<p>All classes have a designated Teaching Assistant. Some additional teaching assistants also work with children to help them achieve their targets. There are a number of outside agencies available for advice and support. We have a speech and language therapist in school every week. There is an art therapist in for one day a week. We are able to refer to Learning and Behaviour Support, Educational Psychology service, Child and Adolescent Mental Health Service and Occupational Therapy for example.</p> <p>There will be an opportunity to discuss extra support for your child at the termly meeting with the class teacher.</p>
<p>3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum</p>	<p>What social, before and after school and other activities are available for pupils with SEND?</p>	<p>Spon Gate has a Breakfast Club available from 8am until 8.40 when the children are taken to their classes. We will give priority to children who are vulnerable and who have Special Educational Needs.</p> <p>There are after school clubs held every day from 3.15 to 4.15. These are run by Teaching and Support Staff. There are a variety of clubs available such as cookery, art and craft and sports clubs. We give priority to Looked After children</p>

	How can my child and I find out about these activities?	<p>and children with a Special Educational Need.</p> <p>Parents should speak with Mrs Keegan, one of our learning mentors, to get further information about our Breakfast Club. Letters are sent home every term for parents and carers to choose which after school clubs they would like their child to attend, although places are limited.</p>
3g. Support that is available for improving the emotional and social development of pupils with SEN	How does your school support pupils' emotional and social development?	All teachers and support staff have the emotional and social well being of the children in their care as a priority. We provide a nurturing environment where the children feel safe and happy and able to work. There are two learning mentors in school who are able to provide 1:1 and small group work for children with identified needs.
4. In relation to mainstream schools, the name and contact details of the SEN Coordinator	Who should I contact if I want to find out more about how the school supports pupils with SEND?	<p>Please speak to your child's class teacher if you have any concerns about your child. If you need further information please speak to the SENCo or Inclusion Leader.</p> <p>SENCo – Ms Rebecca Edwards redwards@spongate.coventry.sch.uk</p> <p>Inclusion Leader – Mrs Elaine Cherrington echerrington@spongate.coventry.sch.uk</p> <p>Both can be contacted by telephone on 02476 226031</p>
5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured	How are the adults in school helped to work with children with an SEND and what training have they had?	Spon Gate School has a staff development plan that includes identified training for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to

		<p>support identified groups of learners in school, such as autism, dyslexia, etc.</p> <p>There is also whole staff training to share knowledge, strategies and experience, and ensure consistency of the school's approach for children with an SEND.</p> <p>Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. .from Learning and Well-Being Support Service, or medical /health training to support staff in implementing care plans. Opportunities are then provided for staff who have attended training to share the information to the rest of the staff.</p> <p>If you would like to hear about current or past training undertaken by school staff, please speak to the Headteacher or SENCo.</p> <p>The SENCo and teachers work closely with specialists from external support services who may provide advice or direct support as appropriate. They can also provide training for staff on specific issues relevant to the children's needs.</p>
<p>6. Information about how equipment and facilities to support children with SEN will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>Where there are shared concerns about your child's development, the school is able to refer to Coventry Access and Technology Service and Sensory Support for specialist equipment. The Occupational Therapy service and Physiotherapy service are also able to provide advice and sometimes resources based on children's needs.</p>
<p>7. The arrangements for consulting parents of children with SEN about,</p>	<p>How will I be involved with planning for and supporting my child's</p>	<p>At Spon Gate we work in partnership with parents / carers and are keen for them to play an active</p>

<p>and involving such parents in, the education of their child.</p>	<p>learning?</p> <p>Who will help me to support him/her at home?</p>	<p>role in their child's learning. Parents / carers of children with SEND will be invited to attend termly review meetings to review progress and for parents / carers and staff to suggest next steps and any additional support that may be required.</p> <p>Spon Gate School hold open mornings when parents are able to look around the school and see the children working. We also hold mornings to inform parents about literacy or maths, for example. At these events we have provided resources that parents can use at home to support their child's homework and learning. Our learning mentors are also available to suggest practical ways to help your child at home.</p>
<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education.</p>	<p>How is my child involved in his /her own learning and decisions made about his /her education?</p>	<p>Staff carry out Pupil Voice activities each term to give the children the opportunity to say how they feel about their education, teaching and emotional well being in school.</p> <p>At the end of each lesson the children are given the opportunity to assess their learning, whether they feel that they have understood the content or need some more support.</p> <p>When we refer a child to an outside agency we will talk to them about how they feel about their learning and if they think they have any problems.</p>
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.</p>	<p>Who should I contact if I'm not happy with my child's learning and / or progress?</p>	<p>Your first step should be to discuss your concerns with your child's class teacher. If you still have concerns talk to the Special Educational Needs Co-ordinator, Rebecca Edwards by phone on 02476 226031. You can then ask for a meeting with the Headteacher.</p>
<p>10. How the governing body involves other bodies, including health and</p>	<p>Who else provides services in school for children with SEN or disabilities?</p>	<p>Spon Gate School staff are very experienced and work relentlessly to support all the children.</p>

<p>social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.</p>	<p>How can my family get support from these services?</p>	<p>In situations where it is felt we need advice or support from an outside agency we are able to refer to the following organisations:</p> <ul style="list-style-type: none"> • Learning and Well-being Support Service • Educational Psychology Service • Pre School Education Service • Looked After Children Services • Integrated Primary Mental Health Service • Speech and Language Therapy • Sensory Support Service <p>The services below work with families and school:</p> <ul style="list-style-type: none"> • Minority Group Support Services • Occupational Therapy Physiotherapy • Child and Adolescent Mental Health Services • Coventry Autism Support Services • Woodfields Outreach Service <p>The services below work directly with families:</p> <ul style="list-style-type: none"> • Parenting Partnership Service • Relate • Health Visitors • School Nursing Service • Social Services • Paediatric Audiology <p>If you would like any support from these organisations, please speak to your child's class teacher or the SENCo, Mrs Edwards.</p>
<p>11. The contact details of support services for the parents of pupils with</p>	<p>Who should I contact to find out about other support for parents and families</p>	<p>Coventry Parent Partnership Service Limbrick Wood Centre, Thomas Naul Croft, Tile</p>

<p>SEN, including those for arrangements made in accordance with clause 32.</p>	<p>of children with SEN or disabilities?</p>	<p>Hill, Coventry, CV4 9QX</p> <p>Coventry Action for Autism Group Kellie: 024 7668 8521 or Mary: 024 7622 2958 for further details.</p> <p>Dyslexia Action 113 New Union Street, Coventry, CV1 2NT</p> <p>Heart of England ADHD Support Group 024 7372 6736 (evenings only) or by e-mail on: s.goodwin3@ntlworld.com</p> <p>Coventry Autism Support Service C/O Corley School Corley, Nr Coventry CV7 8AZ</p>
<p>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education.</p>	<p>How will you help my child make successful move into the next class or secondary school or other move or transition</p>	<p>Prior to starting the Nursery Class we visit the family at home and invite parent and child into school for Stay and Play. We visit any current providers and begin to make arrangements to support children with any SEN needs. On transition to Reception staff meet with parents and children prior to starting school in September. The transition from Reception to Year 1 is managed carefully to ensure that the children are following either the Foundation stage Development Matters or the National Curriculum. During the summer term the current class teacher meets with the next year's teacher to discuss the children moving up and any needs that they have. When the children move from Year 6 to Secondary the Class Teacher discusses the children and any Special Needs they may have. The Learning and Well-being Support Service provide transition</p>

		<p>sessions for children we feel may need extra support.</p> <p>Children with ASD (Autism) have a Pen Portrait completed to pass on to the new teacher. They can also be supported by Coventry Autism Support Service (CASS).</p>
<p>13. Information on where the LA's local offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The Coventry Local Offer website has information about the services that are available.</p>