

EPISKOPI PRIMARY SCHOOL

Headteacher - Kay Garner

Deputy Headteacher - Karen Favis

Assistant Headteacher - Claire Scott and Rebecca Ross



Episkopi Primary School SEN Information Report

EPISKOPI PRIMARY IS A **MAINSTREAM** PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Episkopi Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

Liaison with previous school or pre-school setting

- Child performing below 'age expected' levels or equivalent identified in Pupil Progress Meetings
- Concerns raised by a parent or agency (medical, health visitors, speech and language, educational partner support)
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Single Word Spelling Test, Phonological Assessment Battery, British Picture Vocabulary Scale, Sandwell Numeracy
- Children with a Statement / EHCP (Education Health and Care Plan) / SCAN (Service Children's Assessment of Need), already have many of their needs clearly identified. Their placement at our school is a decision that is made by MOD Schools in liaison with J1 (Welfare and Policy Dept.) through the MASO process (MOD Assessment of Supportability Overseas)

HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Claire Scott), Assistant Headteacher (Rebecca Ross), Deputy Headteacher (Karen Favis) or Headteacher (Kay Garner). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

HOW WILL THE SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENCo and SLT (Senior Leadership Team) oversee the progress of any child identified as having SEND
- There may be an LSA (Learning Support Assistant), ILSA (Inclusion Learning Support Assistant) or ELSA (Emotional Literacy Support Assistant) working with your child either individually or as part of a group
- The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and shared during termly parents' evenings

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (usually as part of parents' evenings or separately if required), in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- RIAISENs (Record of Identification, Assessment and Intervention for pupils with SEN) will be written in consultation with children and parents. These will form part of the written record of the support provided and copies will be provided to parents and will be reviewed termly, usually in the parents' meetings
- Meetings are held termly to review the needs of children who receive a high level of support, including outside agency support (Speech and Language Therapy, Targeted Services, Medical)
- An appointment can be made with the SENCo to discuss support in more detail if required

HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific need
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, pencil grips etc.

HOW DO WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in RIAISENs and Pupil Progress Meetings ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- Regular parents' meetings and reviews are held each term
- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child has a reading diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible, but if your message is urgent please talk to the teacher or office staff directly
- Family learning activities are held for all parents at a variety of times of in the year, letters and texts will be sent out to remind parents
- Your child may have a RIAISEN that will have individual/group targets. When the child's IEP is reviewed, comments are made against each target to show what progress the child has made. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home
- If your child has complex SEND a formal meeting will take place to discuss your child's progress and a report will be written at least annually

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the SEND children's' progress in learning against national expectations and age related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed
- Pupil Progress Meetings are held each term between each class teacher and the SLT including the SENCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed

- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth. These are completed by the SENCo and a report is shared with parents outlining actions. If additional concerns remain a referral can be made to our Partner Support services so further in depth assessments can be made
- The Headteacher and SENCo report regularly to the Governing Body to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- We have a governor who is responsible for SEND, who meets regularly with the SENCo and attends briefing sessions. They also report back to the Governing Body

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible
- A variety of after school clubs are provided after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school website and look at the virtual school tour before coming to our school
- Parents can request additional support for transition if they feel their child has concerns. This can involve email or video contact with the new school, exchange of letters and photos with new class peers, transition journals and many more alternatives tailored to meet the needs of the individual child
- For children starting in FS2, a series of visits for children are planned throughout the second half of the Summer Term as well as the opportunity for parents to meet

individually with the class teacher, in order to help children, parents and staff get to know each other

- A transition form (PIP – Pupil Information Profile) is sent to all pre-schools and other schools for them to complete and return prior to children transferring to Episkopi Primary School. The Teachers have this information prior to the child starting in the class
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then a MASO (MOD Assessment of Supportability Overseas) review will be held to assess the likelihood of needs being met
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional contact with the new school for the child in question to support smooth transition

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo has nearly 30 years' experience of working with and supporting children with SEND. Our LSAs are all trained to deliver specific support programmes and work under the guidance of the SENCo and Targeted Services team. Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Partner Support services (including an educational social worker; educational psychologist and specialist advisory teachers), speech and language therapists, GPs, school nurse, health visitors, paediatric nurses, CAMHS (Child and Adolescent Mental Health Service) and paediatricians

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The specific training held by support staff includes: ELSA (emotional support) training, Sound Discovery (synthetic phonics training), Numicon Intervention training

(maths), FFT Wave 3 (reading and writing), Reciprocal Reading and Hi 5 (reading interventions). Several staff also hold an ELKAN (Speech and Language) accreditation

- The school also operates an internal continuing professional development (CPD) programme for support staff, based upon the needs of both children and staff. This includes workshops on behaviour management and working with children with specific need e.g. Autism Spectrum, Dyslexia, Dyspraxia etc.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's development as a rounded individual as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The school currently has qualified ELSAs (Emotional Literacy Support Assistants) working with children in school
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENCo and SLT

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school aims to work in a supportive role with children and families to understand the cause of difficulties and to take steps to address this
- The school has behaviour and exclusion policies available on the school website
- If a child has significant behaviour difficulties, a Behaviour Management Plan (BMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour
- The school works closely with Partner Support services to provide the best support possible to children and families
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher. Should additional support be required in relation to attendance we can help families to contact support agencies

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have RIAISENs or BMPs discuss their progress and targets when these are reviewed. If your child has a SCAN (Service Children's Assessment of Need), their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an accessibility statement available on the website
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and a disabled parking bay is available in the staff car park
- Accessible toilet facilities are available both by the main reception and at the higher area of the school near the Year 1 and 2 classrooms
- A mobile loop system is available in school to aid any child with a hearing impairment

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENCo (Claire Scott), Assistant Headteacher (Rebecca Ross), Deputy Headteacher (Karen Favis) or Headteacher (Kay Garner)

If you have specific access queries or concerns please speak with us. Please contact the school office team for further information about the school and to arrange a phone call or meeting with the SENCo or SLT, in the first instance.

Tel: 00357 25963425

Email: episkopi@modschoools.org

Website: www.episkopi@modschoools.org

The Governing Body ratified this document for publication following review - November 2017.