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| <p>1. The kinds of special educational needs for which provision is made at the school.</p> <p>What kinds of SEND do children have in your school?</p> | <p>Typically, children with SEND in our school have difficulties with communication and language, cognition and learning, social or emotional development, and sensory or physical difficulties. Pupils with communication and language needs (including those with a diagnosis of autism) represent the largest group of needs.</p> |
| <p>2. Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN:</p> <p>How do you know if a pupil has SEND and how will they be supported?</p> | <ul style="list-style-type: none"> ➤ Our class teachers closely monitor the progress made by all the children and ask advice from the Special Needs & Disability Coordinator (SENDCo) as soon as they have concerns about any pupil. ➤ Activities are planned; such as small group work or interventions to help the child. If the child does not make good progress the SENDCo and class teacher will meet with parents/ carers and together agree which additional SEND support will be put in place which may involve advice and/or assessment from an external specialist service. ➤ The SENDCo is responsible for reviewing and overseeing the SEND register. ➤ Class provision plans detail the whole class needs in accordance to the SEND register, with some pupils supported through and Individual Education Plan known as 'Learning Plan'. |
| <p>3. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans:</p> <p>Where can I find information about the school SEND?</p> | <p>Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND. Please refer to school website. If you would like to discuss our SEND provision or find out more, please contact our SENDCo.</p> |
| <p>3a. How the school evaluates the effectiveness of its provision for such pupils:</p> <p>How will I know that my child is making progress?</p> | <ul style="list-style-type: none"> ➤ We plan our lessons with clear learning objectives which demonstrate differentiation to include pupils with SEND to enable them to make good progress. ➤ We recognise that various methods of assessing a child's learning are needed and track smaller steps of progress made by pupils. These are used to set targets as part of pupils' 'Learning Plans'. ➤ Children's progress towards these targets are reviewed regularly and updated as necessary. New Learning Plans are shared with parents termly. Parents of pupils with Education, Health and Care Plans (EHCPs) are invited to review meetings held by the SENDCo. Within this meeting, short term targets are reviewed to support pupils' progress towards their long term objectives. |

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| | <ul style="list-style-type: none"> ➤ The type of assessment that we make varies from subject to subject. ➤ We encourage parents to contact the school if they have concerns about any aspect of their child's work. Please see the Assessment Policy for further information. |
| <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 of my child and how will I be involved?</p> | <ul style="list-style-type: none"> ➤ Parents with pupils with 'Learning Plans' will be invited to a termly review meeting of their progress (the SENDCo will attend at parental request). ➤ Those with Education Health & Care Plans (EHCPs) will be invited to Annual Review meetings with the SENDCo. Other professionals who are supporting the pupil may also attend. Yearly reports are sent detailing pupils' yearly progress. For those receiving intervention from external agencies, such as Educational Psychology, parents will be invited to attend termly meetings with the named specialist and the SENDCo. |
| <p>3c. The school's approach to teaching pupils with SEN:</p> <p>How do your teachers help pupils SEND?</p> | <ul style="list-style-type: none"> ➤ The teacher will have the highest possible expectations for your child and all pupils in the class. All teaching is based on building on what your child already knows, can do and can understand, in addition to an understanding of the best ways in which they learn. Your child's teacher will put in place different ways of teaching so that your child is fully involved in learning in class. 'Learning Plans' detail the resources and strategies which should be in place for those on the SEND register in each class. This may involve things like using more practical learning or providing different resources adapted for your child. ➤ Your child's teacher may put in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access learning. Your child's teacher will carefully monitor progress. There is more information about the school curriculum on our website at http://www.henleygreen.co.uk/ |
| <p>3d. How the school adapts the curriculum and learning environment for pupils with SEN:</p> <p>How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?</p> | <ul style="list-style-type: none"> ➤ Our environment is designed to be accessible to all; this includes disabled toilets, nappy changing facilities and a lift to access our upper Key Stage Two area. ➤ The school uses specialist furniture / equipment as and when necessary for pupils with specific physical needs. A Sensory Room is available for pupils requiring sensory experiences. Each classroom has a Calm Corner. ➤ Our classrooms have been designed to enable each pupil to achieve in every lesson with key resources to support learning carefully organised and accessible to all. The school makes reasonable adjustments to meet the needs of new |

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| | pupils based upon the assessment of needs. Our Accessibility Plan is available on the school website. |
| <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> | <ul style="list-style-type: none"> ➤ Our school has a range of staff to support pupils such as teaching assistants, learning mentors, play leaders and specialist staff. The school also draw upon support from external agencies. ➤ 'The Nest' and our 'Hubs' provide short term learning provision for identified pupils to support them in making good progress. Please speak to the SENDCo for further information. |
| <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? How can my child and I find out about these activities?</p> | <ul style="list-style-type: none"> ➤ The school implements the support of Learning Mentors to support pupils with the social & emotional aspects of learning. ➤ Social skills groups are used to support the development of some of our learners, including 'Lego Therapy' and 'Forest School'. Our school has a range of extra-curricular activities available details of which are sent home throughout the year - http:// www.henleygreen.co.uk/ |
| <p>3g. Support that is available for improving the emotional and social development of pupils with SEN:</p> <p>How does your school support pupils' emotional and social development?</p> | <ul style="list-style-type: none"> ➤ We follow the Personal, Social, Health and Citizenship curriculum with all our pupils, linked to British Values. For children with specific social, mental or emotional health difficulties we have Learning Mentors, and a Family Support Manager. ➤ Members of staff work alongside families to improve attendance, lead social groups and provide 1:1 support for pupils in developing their learning behaviour. Some children access 'Relate' counselling on site. ➤ Our school works closely with the SEMH+L Service (Social, Emotional, Mental Health and Learning), CCT (Complex Communication Team), and Educational Psychology Service (EPS) to design and implement schemes of work. We also draw upon the services offered by the Mental Health in Schools Team (MHST) to provide early intervention through individual and group support as well as the Child and Adolescent Mental Health Service (CAMHS) who offer specific interventions such as Vibes and Journeys. |
| <p>4. In relation to mainstream schools, the name and contact details of the SEN Coordinator:</p> <p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p> | The school SENDCo is Mrs Estelle Collett-Cox. |

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| <p>5. Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured:</p> <p>How are the adults in school helped to work with children with an SEND and what training have they had?</p> | <ul style="list-style-type: none"> ➤ The SENDCo provides regular staff training to meet the needs of the school on a termly basis. Staff also work closely with external agencies to implement focus work and interventions. ➤ Staff have received the following training: Dyslexia, ASD, Child Mental Health, Speech & Language Difficulties; WELCOMM assessments, Emotion Coaching (this list is not exhaustive). The school also took part in the PINS project including training to raise understanding of neurodivergence. ➤ Support Staff attend training opportunities to progress their teaching of key intervention groups, for example Numberstacks, Maths Mastery, Questioning in the Classroom, Precision Teach. Attention Autism. |
| <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>School may provide SEND equipment where appropriate, in consultation with specialist agency advice. The Local Authority provides specialist equipment such as wheelchairs / standing frames etc. when prescribed by a relevant health specialist.</p> |
| <p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child:</p> <p>How will I be involved with planning for and supporting my child's learning?</p> | <p>There will be the opportunity for parents of SEND pupils to have at least a termly meeting. At these meetings progress and targets will be shared and reviewed. Parents can bring family members or friends to review meetings or contact SENDIASS (see contact details below). These meetings may be with the class teacher or SENDCo and other professionals may be present.</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>Children are regularly involved in self-assessment. Children reflect on their own practice and identify next steps and personal targets. School regularly considers pupil views and uses this to support the children in their learning.</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>How are complaints dealt with?</p> | <p>Your first step should be to talk with your child's class teacher. If you continue to have concerns you should contact the SENDCo. If this still doesn't resolve your concerns you should contact the Head teacher as detailed in The Complaints Policy.</p> |
| <p>10. How the governing body involves other bodies, including health and 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>Who else provides services in school for children with SEN or disabilities?</p> | <ul style="list-style-type: none"> ➤ Social, Emotional, Mental Health and Learning Team (SEMH+L) ➤ Educational Psychology Service ➤ Complex Communication Team (CCT) ➤ NHS services (Speech & Language Therapists, Occupational Therapists, Physiotherapists, School Nursing Team) ➤ Mental Health in Schools Team (MHST) ➤ Children and Families First Voluntary Organisations |

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| <p>11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p> <p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p> | <p>Coventry SENDIASS: www.coventry.gov.uk/IASS .</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>School liaises closely with receiving and feeder schools to ensure a smooth and successful transition. Transition work is arranged for specific groups of pupils, along with consultation with external agencies.</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. https://www.coventry.gov.uk/localoffer</p> |