



Spon Gate Primary School SEND Information Report

General statement

Spon Gate Primary School is a mainstream school with a nursery. It has approximately three hundred and fifteen 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) Mrs Kelly.

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 Social, Emotional and Mental Health & Learning (SEMHL), 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, social, emotional and mental health 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.</p> <p>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>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 and Summer terms. Parents and carers of children with SEND will be able to discuss their child's progress at these meetings. Additionally, parents are invited to further consultations if their child is being supported by an outside agency.</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 IPP 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 understand.</p> <p>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.</p> <p>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.</p> <p>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 for all children, including those with Special educational Needs. Each year the Year 6 children have the opportunity to visit the outward bound setting in Wales.</p> <p>There are after school clubs every day which provide further enrichment opportunities that the children thoroughly enjoy.</p>
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	How can I find out more about what my child is learning at the moment?	There is information about what children learn in each year group on our website.
3d. How the school adapts the curriculum and learning environment for pupils with SEN	How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?	<p>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 areas of the school. However, the Spon Gate building is on split levels with access to the levels via stairs. For children who have movement difficulties, the school works hard to place them in an accessible classroom.</p> <p>We provide lunchtime clubs and activities provided by out lunchtime supervisors. Children who find the playground difficult at lunchtime are welcome to attend the clubs provided.</p>
3e. Additional support for learning that is available to pupils with SEN	<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 a play therapist in for one day a week. We are able to refer to Social, Emotional and Mental Health & Learning, 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>How can my child and I find out about these activities?</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, children entitled to Pupil Premium and children with a Special Educational Need.</p> <p>Parents should speak with Mrs Sherlock, 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>
<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>	<p>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.</p>

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<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>	<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 SENCo – Mrs Hannah Kelly hkelly@spongate.coventry.sch.uk</p> <p>Mrs Kelly can also be contacted by telephone on 02476 226031</p>
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<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</p>	<p>How are the adults in school helped to work with children with an SEND and what training have they had?</p>	<p>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 support identified groups of learners in school, such as autism, dyslexia, etc. 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 medical /health agencies 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 Occupational Therapy service and Physiotherapy service to provide advice and sometimes resources based on children's needs.</p>

<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 Limbrick Wood Centre, Thomas Naul Croft, Tile 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>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.</p> <p>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 Curriculum 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.</p>

		Children with ASD (Autism) have a Pen Portrait completed to pass on to the new teacher. They can also be supported by the Complex Communication Team.
13. Information on where the LA's local offer is published.	Where can I find out about other services that might be available for our family and my child?	The Coventry Local Offer website has information about the services that are available. https://www.coventry.gov.uk/SENDlocaloffer