

George Romney School SEN Information Report

What should I do if I think my child may have Special Educational Needs?

If you think your child may require further support you need to make an appointment to discuss this with their class teacher. The class teacher may discuss this further with the Special Educational Co-ordinator (SENCO) or other teachers with specialist experience. All staff are aware of expected development at different ages and have experience in identifying additional/special educational needs. You can contact both the class teacher and the SENCO (Mrs Jo Dorsett) via the school e-mail: admin@georgeromney.cumbria.sch.uk or by phone.

How will my child's needs be identified?

All the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. Alongside these assessments teachers may identify children who are having significant difficulty in learning in the classroom.

Who will be involved in supporting my child?

The class teacher will be responsible for planning and sometimes delivering intervention programmes to support your child in school. This may take the form of individual 1: 1 specific support, with either the class teacher or a teaching assistant, or it may take the form of supported work in class. The school SENCO may also be involved at this point and may take the lead in further assessments. You, as a parent, will be fully involved in this process.

The governing body has identified a governor to have specific oversight of the schools provision for pupils with special educational needs. The head teacher ensures that all those who teach pupils identified as having special educational needs are aware of the nature of the child's needs.

How will the school ensure the curriculum will be matched to my child's needs?

All children have entitlement to a broad and balanced curriculum which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

At school we believe that all children should receive high quality daily teaching in the classroom. Teachers use a range of strategies to meet individual needs within the classroom setting. Lessons have clear objectives, work is differentiated appropriately either by outcome or resource. Learning is organised in different ways, sometimes children will work independently and sometimes they will work collaboratively, depending on their needs or the purpose of the task. Teaching Assistant support is used either on 1:1 basis or small group support, again depending on needs. Assessment is used to inform next steps for learning.

How is the decision made about the support my child will receive and how will I hear about my child's progress?

If we feel that your child may have a barrier to their learning the class teacher will offer interventions that are different from or additional to those provided as part of the school's daily learning in class. Following a thorough analysis of your child's needs through gathering of evidence, consideration of prior attainment and progress and their response to high quality teaching targeted at their area of weakness a decision will be made in consultation with you and your child as to what extra provision will most effectively help your child. Together we will create an Individual Education Plan (IEP) which will identify clear outcomes and will build in regular opportunities for us to review your child's progress with both you and your child.

School have an "open door" policy, in addition to the school's normal reporting arrangements to enable more informal and regular conversations with you both. At school we fully acknowledge the importance of parental and child involvement in the whole process. The process will follow a 'graduated approach' following a cycle of assessment, planning, doing and reviewing.

How will I know how I can support my child?

School will provide an annual report to you on your child's progress at the end of the school year. In addition to this, children identified with SEN and their parents will regularly meet with class teachers to review progress, set outcomes, discuss the activities and support that will enable them to achieve and to identify ways that parents can support the process. School will also endeavour to inform parents of any relevant training or learning support that may be available for them.

What access will my child have to staff with specialist training?

At school we have a number of staff who have undertaken specialist training and are able to teach specialist intervention programmes. These include: Reading Intervention, Maths Recovery, Team Teach, Advanced training in Specific Learning Difficulties, SERIS training, Autism Awareness training, Paediatric First Aid and Counselling.

If a pupil continues to make less than expected progress, despite the targeted intervention and support offered in school it may be necessary to ask for specialist support from outside agencies. This will be arranged by the SENCO and parents will be kept fully informed of any involvement of other agencies.

These may include: School Nursing Services, Educational Psychologist, Specialist Teachers (Autism, Speech and Language, Behaviour Support, etc.), Child and Adolescent Mental Health Services (CAMHS), Therapists (speech and language, occupational therapists, physiotherapists), Barnadoes and Action for Children.

What support will there be for my child's overall well-being?

In order to support all areas of your child's development, including their emotional wellbeing, school is able to provide those pupils who have been identified as experiencing social or emotional difficulties with a wide range of support. School has a trained SERIS worker who works with individuals and groups of children to help them develop self-esteem and emotional resilience. We have two members of staff trained to deliver 'Kidsafe' child protection/safeguarding programmes to groups of pupils to promote awareness of risk and enable children to protect themselves. We are a pilot school for the Headstart programme, sponsored by the Big Lottery Fund which aims to help young people and their families to cope better with difficult circumstances, prevent common mental health problems and to support those who are already experiencing difficulties. School also has a newly revised PHSCE curriculum and all staff are actively involved in seeking new ways to address mental health and wellbeing issues such as the Relax Kids and Mindfulness teaching programmes.

The School Environment

We strive to enable access and inclusion for all children and will happily discuss modifications to regular routines if this is beneficial to you or your child. Please refer to the school's access plan.

Transition to a new school

As a Junior School we work closely with your child's new and previous school and will ensure that all the relevant paperwork is in place to ensure that there is a full picture of your child's learning needs. If your child is transferring into the next Key Stage we will arrange for extra visits to enable a smooth transition. We may also run specialised transition programmes in school which will help them make the transfer to a new learning environment. Class teachers share information and discuss the individual needs of SEN children at the end of every academic year.

What will happen if my child makes no further progress despite relevant and timely action being taken?

If, despite the school taking timely and purposeful action to identify, assess and meet the SEN of your child, your child continues to fail to make expected progress, school and parents may consider requesting a statutory assessment to request an Educational Health Care Plan (EHCP) to access additional funding and enable provision to meet any needs which cannot be reasonably be provided from the resources available in school.

Where do I find information on the local authorities SEN local offer?

Localoffer.cumbria.gov.uk on Cumbria county council website.