

Howes Primary School
SEND Information Report





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1 INTRODUCTION

Howes Primary School is an inclusive school, who believe that every child is entitled to an appropriate education which is sufficiently challenging, broad enough to be fulfilling and enables every child to be the best they can be. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the SEN Code of Practice 2015. [Click here for more information.](#) Our school's definition of SEND is "Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies".

Howes Primary School has a Hearing Resource Base attached, that provides specialist education for up to 13 children aged 4-11, with significant hearing loss who require intensive language development and sign language support. The base is an integral part of school and children attend mainstream classes every afternoon. The Hearing Resource base is part of the Coventry SEND Support Service, Sensory Team. For more information see <https://www.coventry.gov.uk/coventry-send-support-service/sensory-team/5>.

Howes Primary School also supports the Coventry SEND Support Service by sharing their site with The Keys. The Key @ Howes is a Local Authority-run intervention, delivered by the specialist teachers of the Social, Emotional, Mental Health and Learning (SEMHL). The Key @ Howes provides a short-term, intensive and therapeutic approach to support for Key Stage 2 children from across the city who are struggling to meet the behavioural expectations of their mainstream school, or who are at risk of exclusion. This is a separate part of the school and accessed through a separate entrance. For more information, please see <https://www.coventry.gov.uk/coventry-send-support-service/keys>

This SEN Information Report describes the provision we offer at Howes Primary School and the support available to our families.

2 What Types of SEN does Howes provide for?

Howes Primary School provides for children with all four broad areas of need, as identified by the Code of Practice 2015, ensuring reasonable adjustments are made.

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties



- Sensory and/or Physical Needs

In short, children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with cognition and learning needs, learn at a slower pace than their peers, even with appropriate adaptations. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Sensory needs are physical disabilities such as hearing/vision etc.

Examples of need include:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Global Learning Delay
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health difficulties such as anxiety or depression, self-harming
	Attachment disorder
	Trauma
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment



3 Which Staff will support my Child, and what training have they had?

3.1 Assistant Headteacher, Inclusion Lead and Special Educational Needs Co-ordinator (SENCO)

Our SENCO is Mrs Melanie Walters.

Mrs Walters is an experienced classroom teacher and has been at Howes for five years. She is also Assistant Headteacher and is responsible for inclusion across school, incorporating SEND, PP, LAC and EAL provision. Mrs Walters teaches in class 2 days a week. She has achieved the National Award in Special Educational needs Co-ordination and attends training regularly to ensure practice is current and works very closely with specialists who provide advice and direct support regularly. Mrs Walters is responsible for all SEND provision across school and the SENCO's responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- advising and directing teaching and support staff
- advising on the graduated approach to providing SEN support
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with parents / carers of pupils with SEND
- coordinating effective provision for looked after children
- liaising with early years providers and with potential next providers of education to ensure a pupil and their parents / carer are informed about options and a smooth transition is planned
- working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps up to date records for all pupils with SEND
- work with Coventry SEND services, and other external agencies.

Mrs Walters ensures that all children with SEN are well supported and provision is closely matched to need, so that every child can succeed.

You can contact Mrs Walters by phoning school on 024 76411711 or emailing SENDCo@howes.coventry.sch.uk



3.2 Headteacher

Our Headteacher is Ms Zoe Pollard. She is responsible for the day-to-day management of all aspects of the school and is responsible for ensuring that your child's needs are met. She works closely with the Governing Body, ensuring they are kept up to date about school. Alongside the Governing Body and in conjunction with the SENCO the Headteacher has responsibility for allocating the SEN budget. If you would like to contact the Headteacher please either email or telephone school.

3.3 Class Teachers

All our teachers are experienced classroom practitioners who have extensive knowledge and understanding of working with children with SEN. Additionally, they are well supported by the SENCO to meet the needs of all pupils who have SEN and when additional specialist advice is needed the SENCO will seek advice from the relevant expert. All teachers receive regular in-house SEN training and training delivered by the Coventry SEND Services Team. We attend staff training to share knowledge, strategies and experiences, and to ensure consistency of the school's approach for children with SEND. All teachers are trained in Team Teach, Emotion Coaching, Autism Awareness and Precision Teaching.

Teachers' role in relation to children with SEN:

- responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.
- provide high quality teaching, adapted for individual pupils
- liaise with the SENCO
- first point of contact for parents/carers.

3.4 Teaching assistants (TAs)

We have a team of part time and full time TAs. Our TAs are experienced classroom practitioners and those who are new to school receive high levels of training. Most of our TAs are Level 3 qualified or are currently working to achieve their Level 3 qualification. All TAs receive regular in-house training and training delivered by the Coventry SEND Services Team. TAs are recently trained to deliver SEN provision including Autism awareness, behaviour strategies, Team Teach, and speech and language. Each class has a TA every morning and where SEN needs are more significant, some classes have TAs in the afternoon to support these pupils. In addition, we have two higher-level teaching assistants (HLTAs)



and a specialist SEN TA who works with SEN children across school to support their learning. The EYFS base is also supported by a Nursery Nurse. We also have a Learning Mentor and Dog Mentor who support children with SEMH needs.

3.5 External Agencies and Experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- NHS Speech and language therapists
<https://www.coventrychildrensslt.co.uk/>
- Pepper Therapy Speech and language therapists
<https://www.peppertherapy.co.uk/>
- SEND Early Years Support Service
<https://www.coventry.gov.uk/coventry-send-support-service/send-early-years-team>
- Educational psychologists
<https://www.coventry.gov.uk/educational-psychology/educational-psychology-service>
- Complex Communication Team
<https://www.coventry.gov.uk/coventry-send-support-service/complex-communication-team>
- Social, Emotional, Mental Health and Learning team (SEMH&L)
<https://www.coventry.gov.uk/coventry-send-support-service/semh-learning-team>
- Sensory Team
<https://www.coventry.gov.uk/coventry-send-support-service/sensory-team>
- The Keys
<https://www.coventry.gov.uk/coventry-send-support-service/keys>
- Statutory Assessment Team
<https://www.coventry.gov.uk/coventrys-special-educational-needs-disability-send-local-offer/statutory-assessment>
- Occupational therapists
<https://www.covkidsot.co.uk/>
- School nurses
<https://www.healthforkids.co.uk/coventry/coventry-school-nursing-team/>
- Child and adolescent mental health services (CAMHS)
<http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx>
- Rise and Mind Mental health services
<https://cwrise.com>
- Early Help Team and Family Hubs
<https://www.coventry.gov.uk/earlyhelp>



- Virtual School
<https://www.coventry.gov.uk/virtual-school>
- Ethnic Minority Achievement Service
<https://www.coventry.gov.uk/emas>
- Voluntary sector organisations
- GPs or paediatricians
- Social services and other LA-provided support services
- Education welfare officers

4 What should I do if I think my Child has SEN?

At Howes Primary School, we believe that a positive home – school relationship is essential to every child's success and well-being. Therefore, we encourage all our parents to communicate with school and we have an open door policy. If you have any concerns regarding your child's SEN, please make contact.

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support



<p>If you think your child might have SEN, the first person you should speak with is your child's class teacher. This can be done at parent consultation meetings, by arranging a separate meeting with your child's teacher at any time, by telephoning school or by sending an email to admin@howes.coventry.sch.uk</p> <p>They will pass the message on to our SENCO, Mrs Walters who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly to request a meeting by telephoning school on 02476411711, emailing admin@howes.coventry.sch.uk or by emailing Mrs Walters direct at SENDCo@howes.coventry.sch.uk</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>
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5 How will the school know if my Child needs SEN support?

All our class teachers are aware of SEN and rigorous pupil progress meetings occur termly with SLT to discuss high quality and accurate formative assessments, allowing identification of any pupils who aren't making the expected level of progress in reading, writing and maths. Additionally, all class teachers meet regularly with the SENCO to discuss any children who aren't making the expected levels of progress in their schoolwork or socially.

High quality teaching, adapted and personalised learning, is the first step in responding to pupils who have or may have SEN. If the teacher notices that a pupil is not on track to meet age related expectations, they try to find out if the pupil has any gaps in their learning. If they can find a gap,



they will give the pupil extra tuition. Pupils who don't have SEN usually make progress quickly once the gap in their learning are addressed.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and complete an internal referral form, detailing to the SENCO the type of need they have identified, the intervention they have already put in place to address these needs and the outcomes.

The SENCO will then observe the pupil in the classroom and around school to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will telephone you to discuss the class teachers concerns, explain their observations and ask for your opinion. If age appropriate, the SENCO may also speak to your child to get their input on their strengths and weaknesses. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician- and with parental consent a referral for further support may be made.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and the class teacher to create a SEN support plan. This will be either an Individual Education Plan (IEP) or a My Support Plan (MSP), depending on the level of need.

6 How will the School Measure my child's Progress?

At Howes Primary School, rigorous and robust progress checks take place throughout the school year. In EYFS, baseline assessments are completed within six weeks of your child starting school. This will include a language assessment. This language assessment is completed at least annually for all children in KS1 and more regularly for children with SEN who are receiving speech and language interventions. In Key Stage One, phonics checks are carried out every six weeks. All children in Years 1-6



undertake annual standardised spelling and reading age assessments and progress in reading, writing and maths is formally assessed on a termly basis, using standardised tests. Children who are identified with SEN may also complete additional standardised assessments to identify gaps in their learning and inform the graduated response of [Assess, Plan, Do and Review](#), this may include

Speech Language and Vocabulary Tests:

- WellComm
- British Picture Vocabulary Scale 3

Reading Comprehension and Decoding Tests:

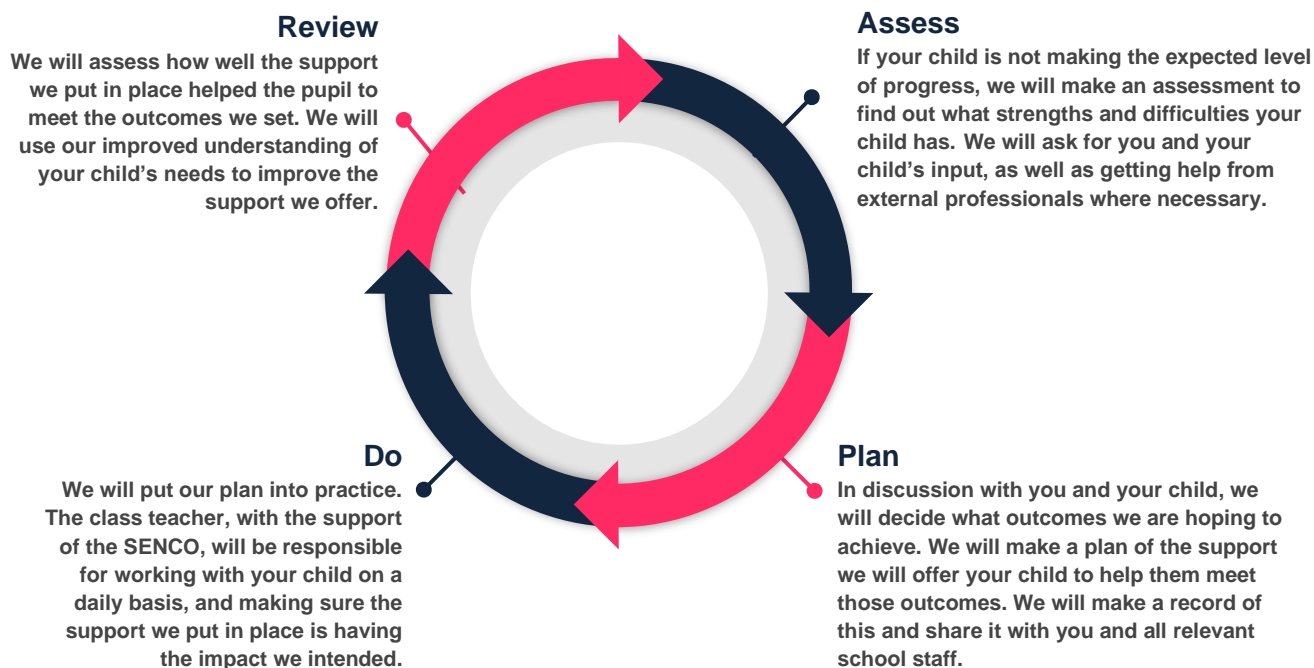
- The GORT 5
- Diagnostic Reading Assessment
- YARC
- PhAB (GLA Version 2) Phonological Assessment Battery 2 (PhAB2)
- Pearson Dyslexia Screen

Other screenings may include:

- Goodenough draw- a -man
- Memory Magic Assessment
- Spelling test
- Sandwell Maths Test

All SEN intervention will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be recorded on an IEP or MSP. IEPs are formulated by class teachers, with support from the SENCO. They will incorporate any targets or recommendations provided by external agencies involved with your child. An MSP is a more detailed document and will be formulated by the SENCO in conjunction with parents/carers, class teacher, all outside agencies involved with your child and will often involve input from an Educational Psychologist.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.



Where children have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. For more information on the above (EHCPs) please [click here](#).

The SEN register is fluid and is reviewed termly by the SENCO.

7 How will I be Involved in Decisions made about my Child's Education?

At Howes Primary School, we value and enjoy sharing your child's progress with you. We aim to share lots of information with you throughout the year so that you know how your child is getting on at school.

Your child's class teacher will hold formal parent consultation meetings with you in Autumn and Spring term and will write a written formal report in Summer Term.

These reports will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

If needed, you can request additional meetings with your class teacher.

In addition, children on the SEN register will have a termly IEP. You will receive a paper copy of this every term. If you agree with the plan, you return a signed copy to your child's class teacher. You also get a copy to keep at home so that you can support your child with their targets. At the end of the cycle, you are asked to send your review comments to your child's class teacher to help inform the next cycle of support.

If your child has an MSP, you will be invited to a termly meeting with the SENCO and other professionals to review the cycle of support and inform the next graduated response.

If your child has an EHCP, in addition to the above, you will be invited to an annual formal review meeting.



You can request a meeting with the SENCO at any time.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

8 How will my Child be Involved in Decisions made about their Education?

At Howes Primary School, we value every child's voice and believe they have a right to their say. Therefore, we try to involve the children in their own learning as much as possible to give them ownership. The level of involvement will depend on your child's age, and stage of development.

Specifically, children's opinions about their learning and what works well for them are sought before MSP and EHCP review meetings. If needed children will be supported to share their views by a parent /carer or familiar adult in school.

Childrens' views are also included, where appropriate, in the planning and target setting process. Teachers listen and respond regularly to children's opinions through an informal or more structured approach where appropriate.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey.



9 How will the School adapt its Teaching for my Child?

At Howes Primary School, we ensure that all of our children are included in all aspects of learning and school life from EYFS all the way to Year Six. Children with SEN are offered many opportunities to participate in wider school life including participation in community events such as the SEND Active Games.

High-quality teaching is our first step in responding to your child's needs. Our teachers have the highest possible expectations for your child and all the pupils in their class. All teaching is based on building on what your child already knows, can do and understands. Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Class teachers and SLT will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. Each teacher will put in place different ways of teaching so that your child is fully involved in learning in class, and we will adapt how we teach to suit the way each pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, one-to-one work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a one-to-one or small group basis when necessary.

Example adaptations may include:



Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Comic strip conversations Emotion Coaching TEACCH workstation Social skills groups Autism awareness Communication friendly classrooms
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlay
	Moderate learning difficulties	Adaptive curriculum
	Severe learning difficulties	Adult support
Social, emotional and mental health	ADHD, ADD	Quiet workstation Communication friendly classrooms
	Adverse childhood experiences and/or mental health issues	Nurture groups



Area of need	Condition	How we support these pupils
Sensory and/or physical	Hearing impairment	HRB BSL
	Visual impairment	Communication friendly classrooms
	Multi-sensory impairment	
	Physical impairment	Disabled access to all areas of school Disabled toilets

We may also provide the following interventions:

- Success at Arithmetic
- First Class Number
- Precision Teaching
- Language Link
- ReadingWise
- Phonics
- Memory Magic
- Boomerang
- Social Skills groups
- Nurture groups
- EAL
- Reading Buddies
- Handwriting groups
- Speech and language
- Writing groups
- IEP/MSP/EHCP target time

All formal interventions are monitored using a termly provision map.

These interventions are part of our contribution to Coventry's local offer.



10 How does the School Support Pupils with Disabilities?

At Howes Primary School, we adhere to the requirements, as per the Equality Act 2010, to make reasonable adjustments for any child who has specific long or short term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities.

Our Access Plan sets out how we aim to improve access to:

- the curriculum for disabled children and young people
- school buildings
- information

Our Equality Policy and Equality Objectives demonstrate how we comply with the Public Sector Equality Duty.

View [School Accessibility Policy](#) and [Single Equality Scheme](#)

View [Coventry's Accessibility Strategy](#).

11 How will the School evaluate whether the support in place is helping my Child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of termly interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

12 How will the School resources be secured for my Child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities



- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

All resources needed will be indicated on your child's SEN support plan.

The school will cover up to £6,000 of any necessary costs. If your child's needs require further funding beyond this, we will seek it from our local authority in the form of an EHCP or through Virtual School if your child is looked after.

13 How will the School make sure my Child is included in Activities alongside Pupils who don't have SEND?

Howes Primary School is an inclusive school, and no learning opportunity is restricted. No pupil is ever excluded from taking part in any activity because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sporting activities and the school provide extra opportunities for sporting achievements by participating in the SEND Active Games.

14 How will the School support my Child's Mental Health and Emotional and Social Development?

Each class has a discrete PSHE (Personal, Social and Health Education) lesson once a week, taught following the [Jigsaw Scheme](#). These lessons offer opportunity for children to consider, reflect and discuss a range of issues and topics so that they develop knowledge and skills to live happy and healthy lives. For more information, please see [policy on website](#).



We have a Learning Mentor and a Dog Mentor who work with individuals and small groups of children to support their emotional wellbeing. This work can focus on specific issues or concerns or can be in place to develop friendship and communication skills. For children with specific difficulties, we work with a range of professionals including EPS (Educational Psychologist Service), SEMH and Learning, Complex Communication Team, CAMHS (Children and Adolescent Mental Health Service), Speech and Language, Occupational Therapy and Sensory Support.

At Howes Primary School, we believe that all children should receive a holistic education that goes beyond the academic and therefore we provide support for pupils to progress in their emotional and social development in many ways including:

- Pupils with SEN are encouraged to take on leadership roles including, school council, sports leaders Coventry Young Ambassadors, to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture clubs and social skills groups for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please see our [Anti-bullying policy](#) and [Child friendly Anti Bullying Policy](#).

For more information, please see [Howes' Emotional Health and Well-being policy](#).

15 What Support will be available for my Child as they transition between Classes or Settings or in Preparing for Adulthood?

We are very aware that moving to a new class or school is a time of worry and anxiety for all children and their families.

If your child has SEND, we will discuss transition arrangements with you during the summer term. All children will have the opportunity to meet their new class teacher and spend time in their new classroom before the end of term. Some children may benefit from extra transition support and this will be based on individual needs. For example, spending extra time with their new teacher, additional classroom visits and supportive information to take home for the summer holidays. Staff will have transition meetings with the next class teacher to ensure appropriate information is shared about each individual child and more detailed



information about children with SEND. Any targets, assessments and other relevant information is passed on to the next teacher.

Where transition is to a new school, transition meetings are put in place with the new school and information regarding the child's individual needs are shared. Visits to the new school are put in place where possible and appropriate.

For transition to secondary school, Mrs Walters will meet with the secondary school Inclusion Lead / SENDCO to discuss the child's individual needs and transitional arrangements will be made based on the level of need.

Pupils will be prepared for the transition by:

- Practicing with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16 What Support is in Place for looked-after and Previously looked-after Children with SEN?

As Assistant Headteacher responsible for Inclusion, Mrs Walters is the designated teacher for looked-after children and previously looked-after children. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17 What should I do if I have a Complaint about my Child's SEN Support?

If you have a complaint about SEN provision, in the first instance please speak with your child's class teacher. If the complaint is not resolved then please contact the Assistant Headteacher/SENCO, Mrs Walters. If the complaint is still unresolved or is of a serious nature a meeting will be scheduled for you with Mrs Walters and the Headteacher, Ms Pollard. Please refer to our school's [complaints policy](#).



Initial complaints can be made in person, by telephone or by writing but to ensure that complaints are handled appropriately, are suitably resolved and to ensure effective communication between home and school, in person meetings are preferable and will be scheduled.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. For further support please visit:

<https://www.covsendiass.co.uk/advice-support/resolving-disagreements>

18 What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at [Coventry's local offer](#).

Our local special educational needs and disabilities information advice and support services organisations are:



SENDIASS– This is an independent service that is not affiliated to the Local Authority or any schools. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions. ([Click here](#))

Short breaks – This service provides activities, games and trips for children with SEN and disabilities which are free of charge. ([Click here](#))

Coventry Young Carers Project – This is a support service for young carers who have a family member with a disability ([Click here](#))

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19 Glossary

SEND – Special Educational Needs

PP – Pupil Premium

LAC – Looked After Children

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.



First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

OT – Occupational Therapy

EMAS – Ethnic Minority Achievement Service

SALT – Speech and Language Therapy

SEMHL – Social Emotional, Mental Health and Learning Support Service (previously LAWSS)

EPS – Educational Psychology Service

CAMHS – Children Adolescent Mental Health Service

CCT – Complex Communication Team