



SEND Information Report Q&A

Question	Answer
<p>What kinds of difficulties does Howes Community Primary School provide for and support?</p>	<p>We support a number of children with a variety of learning difficulties. The range includes Autism, ADHD, Dyslexia, speech & language, emotional and social, as well as sensory needs including hearing impairment. Our school building is fully accessible for children and adults with disabilities.</p>
<p>Who are the best people to talk to in the school if I want to find out more about how the school supports children with SEND?</p>	<p>The Headteacher, Ms Pollard, has overall responsibility for ensuring all children's needs are met.</p> <p>The Assistant Headteacher, Mrs Walters is responsible Inclusion and is our SENCo. Mrs Walters, has responsibility for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.</p> <p>The SEND link governor, Mrs Debbie Newman, is responsible for monitoring the effectiveness of the SEND provision in school. If you need to contact any of these, please email the school on admin@howes.coventry.sch.uk or ring the school on 02476 411711 to make an appointment.</p>
<p>How will I know if my child is receiving SEND (Special Educational Needs and Disability) support? What are the processes the school follows?</p>	<p>All children are entitled to quality first teaching. If your child is not making the expected progress, the school will provide additional targeted support to fill the gaps in their learning. However, if your child continues to fall behind, parents will be contacted in the first instance and the school will seek parental consent in order to request a learning assessment or make a referral to the appropriate agency in order to establish if there is a specific learning difficulty or need.</p> <p>When a child is added to the SEN register, parents/carers are notified in writing.</p>

<p>How are parents involved in the process and support of their children's learning?</p>	<p>All children on the SEND register will receive termly Individual Education Plans. Parents are invited to contribute to these plans to review targets set and share the progress their child has made. For parents of children who are accessing a My Support Plan, parents are invited in termly to discuss their child's progress with the SENCo and other professionals working with the child. Children with an EHCP have a formal review meeting once a year as well as termly communication. Parent consultation meetings will continue to be held for parents to discuss their child. Parents can also speak directly with the class teacher who may then arrange for another meeting to discuss any concerns in more detail. The SENDCO and/or Learning Mentor will meet with parents on request to support where necessary.</p>
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<p>How are children involved in the process and support of their learning?</p>	<p>Children's views are included as part of the SEND review meetings.</p> <p>Children can also discuss their concerns with any member of staff who they feel comfortable speaking with. Following this, staff then follow the procedures for identification of children who may require additional support.</p>
<p>How does the school review progress towards outcomes and the effectiveness of its provision?</p>	<p>We have a robust system of reviewing provision each term. These include:</p> <ul style="list-style-type: none"> • Pupil Progress Meetings – staff meet with the Senior Leadership Team to discuss progress against targets. • Work Scrutiny and Learning Walks – members of the leadership team look at work as well as teaching and learning to monitor progress over time. • Data is collected and monitored to show progress over time. Children who are on the SEND register may have small steps progress data outcomes rather than year group assessments.

<p>How are the teachers and support staff helped to support children with SEND and what training have they had?</p>	<p>The Head Teacher and Assistant Headteacher identify areas for staff development and use this to form part of staff training. Training is delivered in-house and by supporting external agencies. We offer staff the opportunity to train on specific disorders and/or disabilities of children within their care at school and through agencies delivering specialist training. To support differentiation and meeting the needs on the curriculum staff also receive training on specific areas linked to children's SEND needs in their class e.g. Autism, speech and language.</p>
<p>How does Howes support pupils' emotional and social development?</p>	<p>We have a culture of inclusivity, where all children play, learn, and grow alongside each other. For children with SEN, we use cycles of assess, plan, do, review to identify any barriers faced by pupils and to plan appropriate support to ensure that all pupils have appropriate learning targets which are challenging. Reasonable adjustments are made in all classrooms to ensure that all children can access their learning and develop socially and emotionally, e.g. through the use of visual timetables, now and next boards, word banks etc.</p> <p>Additionally, to improve wellbeing, all children follow the Jigsaw scheme of work for PSHE and access these lessons weekly. For children with specific social, mental or emotional health difficulties we work with the Local Authority Educational Psychology Service and CAMHS.</p>

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<p>How does the school support my child when they move into their next class or go to Secondary school?</p>	<p>When pupils move into a new class, all information, including progress data is passed onto the new class teacher. Pupils also spend time with their new class teacher as part of the transition process. When pupils leave the school, we ensure children and parents are well supported through:</p> <ul style="list-style-type: none"> • Passing on information about the pupil's educational history to any receiving school. • Encouraging parents of children with SEND to visit as many schools as possible to discuss their child's needs with the SENCO. • Holding review meetings where necessary with the receiving schools Inclusion Lead /SENCO to pass SEND information and details of strategies used and arrangements made. • Inviting the Inclusion Lead /SENCO of the receiving school to year 6 annual reviews for children with an Educational Health Care Plan. • Completing other transfer documentation as required.
<p>What happens if my child needs specialist support or other facilities/equipment?</p>	<p>It is the school's duty to provide aids and services. The Local Authority provides specialist equipment when prescribed by a health specialist, the school can support in arranging this equipment. The school works in liaison with a variety of specialist agencies such as: complex communication Team, SEMHL, CAMHS, Educational Psychologist, Early Years Support etc.</p>
<p>Who should I approach if I am unhappy with my child's SEND provision?</p>	<p>If you are not happy with your child's learning and/or progress, your first step should be to talk directly to the class teacher. If your complaint isn't resolved by the teacher, then please contact Mrs Walters (Assistant Headteacher). If this still doesn't resolve your complaint or it is of a serious nature then an in person meeting will be scheduled with the Head Teacher and Assistant Headteacher. If the matter is still unresolved, you can contact the Chair of Governors and follow our complaints procedure.</p>
<p>Where can I find information about the schools' SEND policy?</p>	<p>Our SEND policy will give you the information you need about how we make provision for all pupils with SEND, please see the link on our school website. If you would like to discuss our SEND provision or find out more, please contact our Assistant Headteacher, Mrs Walters.</p>