

SEN Information Report

Our Special Educational Needs Information Report.

What we can offer to the children at Howes Primary School.

Meet the Team

Contact Us

What is the SEN Information Report about?

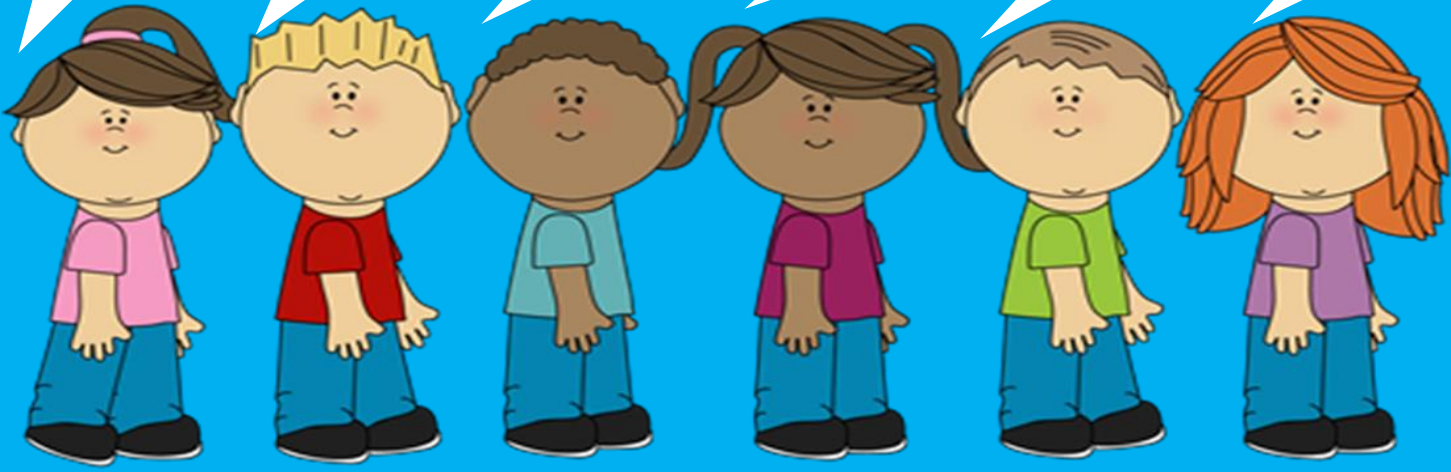
SEN provision at our Primary School

My Child's Progress

Partnership with Parents

Outside Agency Work!

Miss! Miss! What does this mean?



Vision Statement!?!?!?

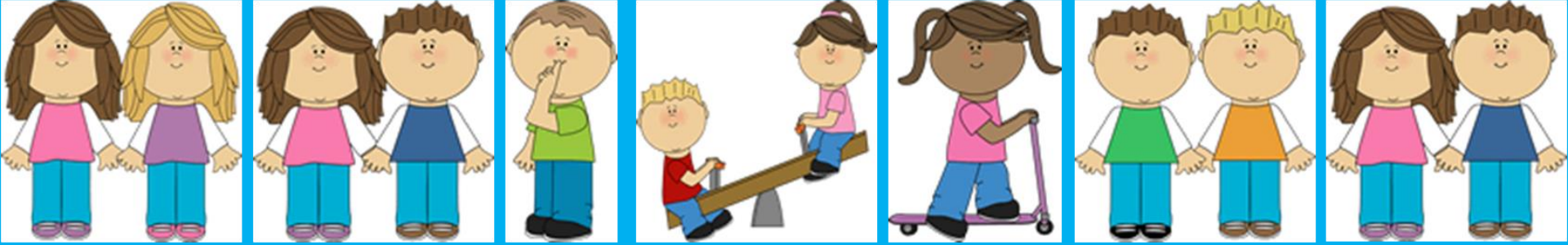


We are an inclusive school. We work within the Local Authority and we follow the guidelines from the Revised Code of Practice 2014. [Click here for more information.](#) We ensure that all of our children are included in all aspects of learning and school life from the Nursery Year all the way to Year Six.

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN). This will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this the child will be placed on the SEN support register. Our school's definition of SEN is " Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies". The decision to do this is made by the school after consultation with the parents and is based on each child's individual needs.

This SEN Information Report describes the provision we offer and the support available.





Teachers

SENCo

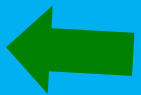
Headteacher

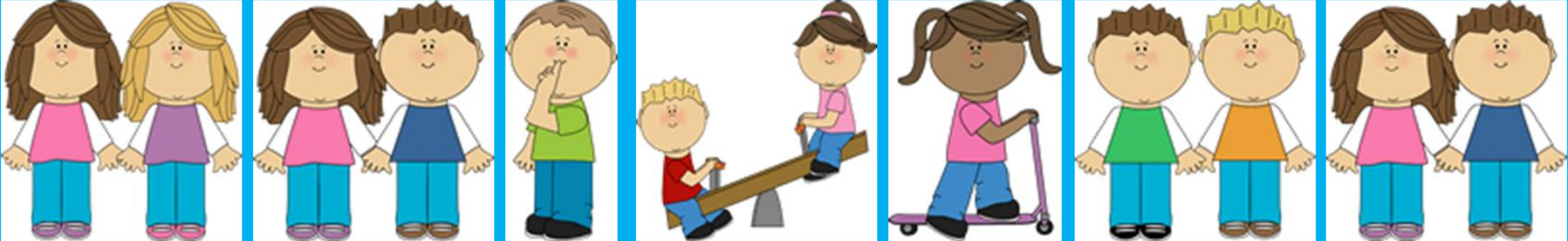
Learning
Mentor

SEN
Governor

Contact Us!

External
Agencies





We would like you to get in touch!

Do you have suggestions about how we can improve our service to you?

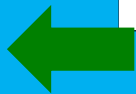
Is there a topic you would like to know more about?

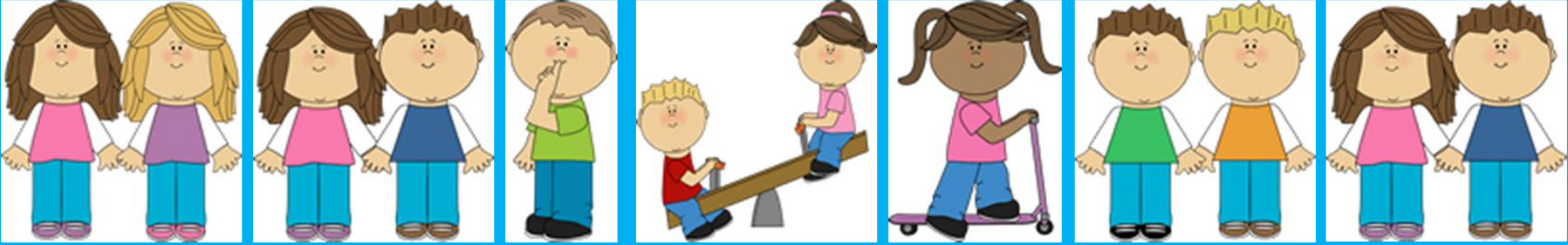
Can you recommend places where you take your child with SEN that you have enjoyed?

For example; dentists, opticians, restaurants, play areas etc

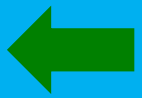
Please contact:

To see parent's suggestions – [click here](#)





Parent's Suggestions!



Our SENCO – (Special Educational Needs co-ordinator)

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising teaching and support staff on SEN support
- liaising with parents / carers of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising 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 the records of all pupils with SEN up to date



Our Headteacher

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEN.

They will give responsibility to the SENCo and Class Teachers but is still responsible for ensuring that your child's needs are met.

They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

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

headteacher@howes.coventry.sch.uk or phone the school office on 02476411711



Our SEN Governor

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEN.

Alongside the Headteacher has responsibility for allocating the SEN budget.

If you would like to contact our SEN Governor please contact the school office on 02476411711



Our Learning Mentors:

Learning mentors support, motivate and challenge pupils who are underachieving. They help pupils overcome barriers to learning caused by social, emotional and behavioural problems.

The Learning mentors mainly work with children who experience 'barriers to learning', including poor literacy/numeracy skills, underperformance against potential, poor attendance, disaffection, danger of exclusion, difficult family circumstances and low self-esteem.

The Learning Mentors may be involved in the following activities:

Identifying, in association with school staff, pupils who would benefit from mentoring.

Liaising with parents and carers to promote a mutually respectful relationship with the school.

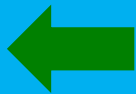
Implementing strategies and supporting pupils in confidence-building activities.

Listening to and helping pupils resolve a range of issues that are creating barriers to learning.

Drawing up agreed action plans with pupils and parents / carers.

Working closely with teachers, attendance officers and other professionals, such as social workers, educational psychologists and education welfare officers.

Please contact Mrs Bannister or Mrs McKenzie by calling the main office or by emailing: admin@howes.coventry.sch.uk

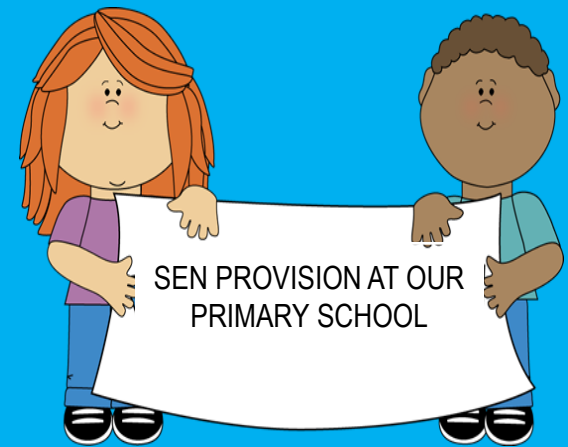


Class Teacher's:

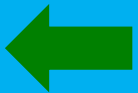
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- If a teacher has ongoing concerns about a child's progress, they will liaise with the SENCo who will offer advice and support.
- If the SENCo and Class Teacher feel that SEN support is required, this will be discussed with parents / carers and the child will be placed on the school's SEN Support Register.
- The class teacher is the first point of contact for parents / carers who may have concerns / questions about their child's progress. If you would like to contact your child's class teacher, please phone or email the school office



Do children with SEN (Special Educational Needs) come to our School?



We are a mainstream school and the majority of our pupils are expected to reach the learning goals for their age. A small number of our pupils do have special educational needs. We identify a child as having SEN if they receive any support which is additional to or different from everyday practice and / or receive support from outside agencies.



External Agencies

We work very closely with a number of external agencies and professionals. The people we work with most often are:

PSES – Pre School Education Services

LAWSS – Learning and Wellbeing Support Service

EPS – Educational Psychology Service

CIASS – Communication and Interaction Support Service

SLT – Speech and Language Therapy

OT / PT – Occupational Therapy / Physiotherapy

CAMHS – Children and Adolescent Mental Health Service

Parent Partnership

Sensory Support

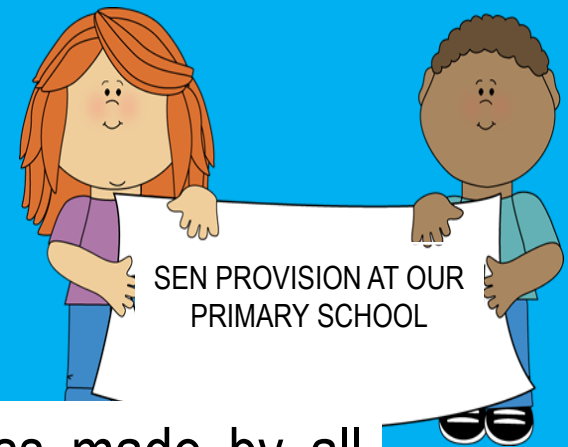
Vibes

Relate

Please click on the above for more information or [click here for more external agencies](#)



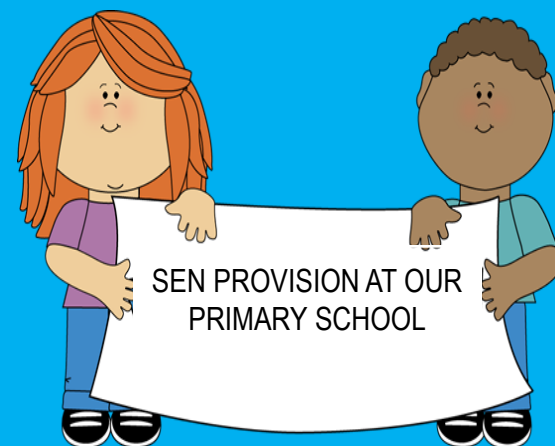
How does the school know if a child has SEN (Special Educational Needs)?



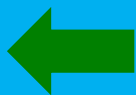
Our Class Teachers closely monitor the progress made by all children in their class and ask advice from the SENCo (Special Educational Needs Co-ordinator) as soon as they have concerns about any of their pupils. The SENCo may then suggest activities such as small group work or special programmes to help the child. Examples of such groups in school are First Class Maths, Social Nurture Groups, Precision Teaching, Read Write Inc, Language Intervention Groups and the Five Minute Box. If the child continues to have difficulties, the SENCO and Class Teacher would suggest additional support and / or assessment. At this point, the child may be placed on the SEN Support Register.



How does the school support pupils' emotional and social development?



Each week the class teacher provides PSHE (Personal, Social and Health Education) lessons so that children have time to consider, reflect and discuss a range of issues and topics in order to develop knowledge and skills to live happy and healthy lives. We have a team of Playground Pals at playtimes for children who feel lonely, and for new children starting at school. We have informal drop in sessions at lunchtimes for children who feel worried or anxious. They are able to share their concerns with our Learning Mentors, Mrs Bannister and Mrs McKenzie who also support children outside on the playground, alongside the Lunchtime Supervisors, leading group and team games to encourage friendships and social skills. For children with specific social, mental or emotional health difficulties we work with the EPS (Educational Psychologist Service), LAWSS (Learning and Wellbeing Support Service, CAMHS (Children and Adolescent Mental Health Service) and the Integrated Mental Health Team.



What process does the school follow once SEN has been identified?

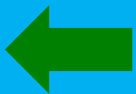
Step 1: Class Teacher, SENCo and Parents/Carers make the decision to place the child on the SEN Support Register.

Step 2: Individual targets and strategies / interventions are identified and put into place.

Step 3: These are reviewed at parent meetings following the SEN Code of Practice 2014 format of Assess, Plan, Do and Review. External agencies may be involved for support and / or assessment where required.

Step 4: 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 (EHC's) please [click here](#).

Some children may remain on Step 3 for a significant period of time, as this continues to remain appropriate in meeting their needs. The SEN Support Register is a working document and children may move on and off the register dependent on their needs at any given time.

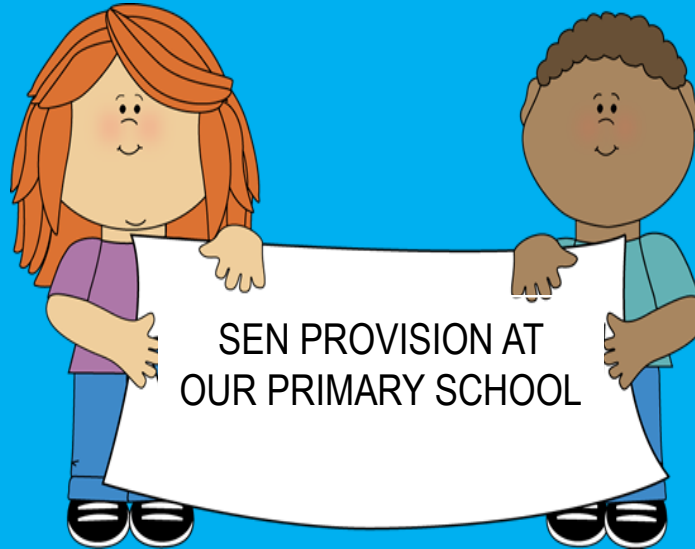


Do children with SEN come to Howes Primary School

How will I know if my child is receiving SEN support? Will I receive information about this support?

What process does the school follow once SEN has been identified?

What kinds of SEN does the school make provision for?



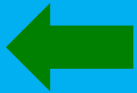
How are children with SEN supported in school?

What do I do if I think my child needs additional support / referral / diagnosis?

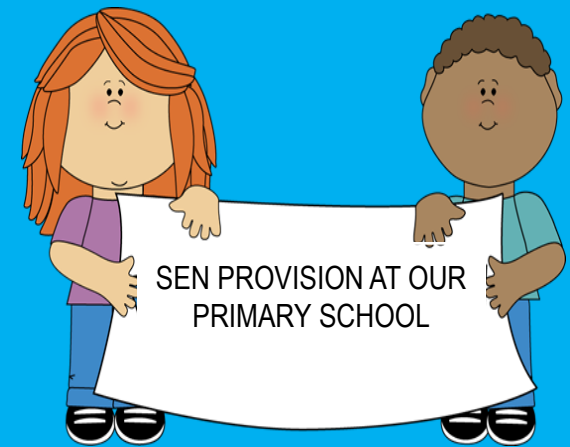
How do you help class teachers to support children with SEN?

How does the school know if a child has SEN?

How does the school support emotional and social development?

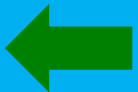


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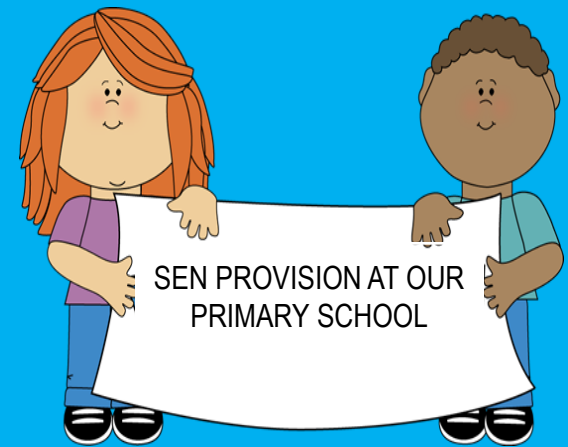


Children with SEN in our school have difficulties in the following areas:

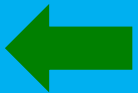
- Communication and Interaction (e.g. Speech and Language, ASD)
- Cognition and Learning (e.g. Dyslexia, GLD)
- Social, Mental and Emotional Wellbeing (e.g. Attachment disorder, ASD, Anxiety)
- Sensory and / or Physical Difficulties (e.g. Visual / Hearing impairment, mobility difficulties)



How are children with SEN supported?



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. Each teacher will put in place different ways of teaching so that your child is fully involved in learning in class. This may include 1:1 or small group interventions outside of the classroom, more practical learning, providing different resources adapted for your child or producing and delivering targeted work. Each teacher will put specific strategies in place, suggested by the SENCo or outside agencies, to enable your child to have access to the learning task or activity. As a school, we provide staff with training on areas of SEN.

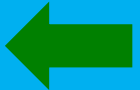


Who should I
contact if I am
concerned with
my child's
progress?

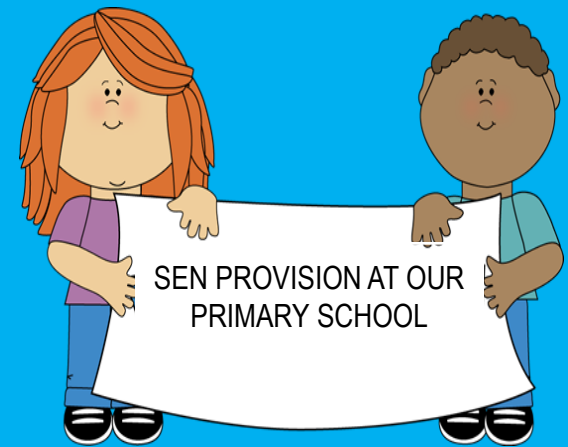


How do you
make sure
that the SEN
support is
helping my
child make
progress?

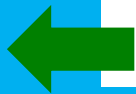
How will you
support my
child when
they move to
a new class
or school?



How will I know if my child is receiving SEN support?



Class teachers will discuss pupils progress at regular parents evenings and in their yearly written reports. Class Teachers will differentiate work and teaching within the class to meet the needs of individual children. If children continue to have difficulties, the SENCo and Class Teacher would suggest additional support and / or assessment. At this point, you will be invited in to school to discuss your child's needs, at which point the child may be placed on the SEN Support Register. If your child is placed on the SEN Support Register, there will be extra time allocated at parent meetings to discuss individual targets, strategies and progress.



How will I be involved in reviewing my child's work and progress?



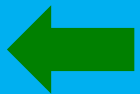
We enjoy sharing your child's progress with you! We aim to share lots of information with you throughout the year so that you know how much progress is being made.

There are parent's evenings throughout the year so that you have the opportunity to speak to your child's class teacher about strengths and any areas of difficulty. We also produce and share annual reports to explain whether your child is working within, above or below the expected level for their age in each area of learning. You can also speak to the class teacher at any time of the year to share any worries and concerns and to ask questions.

Please contact the school office to arrange a meeting with your child's class teacher.

If your child has SEN, you can also contact the SENCo. [Click here for contact details.](#)

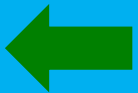
As a parent of a child with SEN, you will be allocated extra time at parent meetings to discuss and review the progress made over time.



How do you make sure that the SEN support is helping my child make progress?



We have established assessment and tracking processes at our school. This information helps teachers to plan next steps for their teaching and over time these assessments help us to track the progress of each child. Interventions are monitored to ensure that they are effective. Different strategies are trialled to find what works best for each individual child. Progress is reviewed and shared with parents / carers on a regular basis.



How will you support my child when they move to a new class or school?

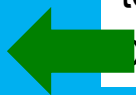


We are very aware that moving to a new class or school is a time of worry and anxiety for all children and their families.

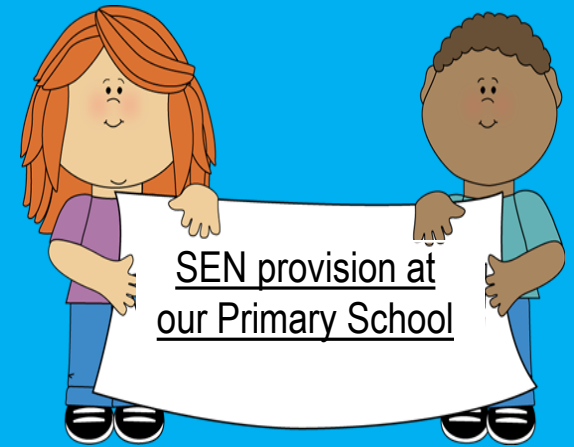
If your child has SEN, we will discuss transition arrangements with you during the Summer term. All children will have the opportunity to meet their new class teacher and spend time in their new classroom before the end of term. Some children may benefit from extra transition support and this will be 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 SEN. 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, staff will meet with the secondary school teachers to discuss the child's individual needs and transitional arrangements will be made based on the level of need.



How do you help class teachers to support children with SEN?

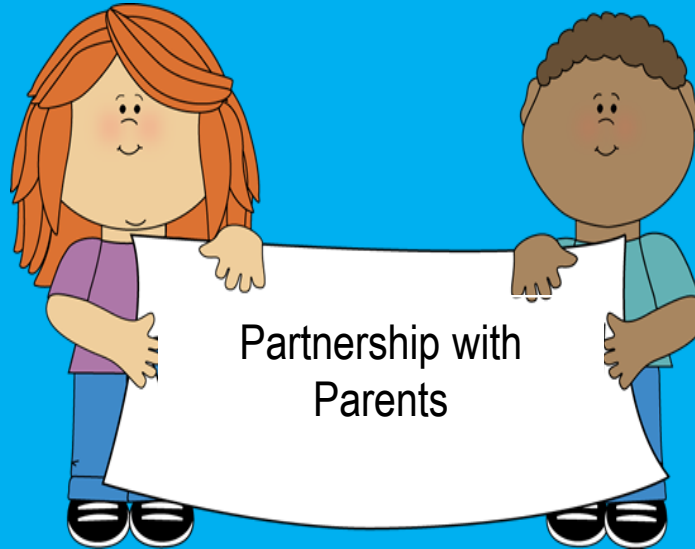


The whole school attends training on various SEN issues throughout the year. We attend staff training to share knowledge, strategies and experiences and to ensure consistency of the school's approach for children with SEN. Teachers and support staff attend training run by outside agencies that are relevant to the needs of the children they are working with at the time. These courses may be run by outside agencies – such as LAWSS (Learning and Wellbeing Support Services) EP's Educational Psychology Service or medical or health training to support staff in implementing care plans. The SENCo works very closely with specialists who provide advice and direct support regularly.



What extra curricular activities are available for pupils with SEN?

How can I support my child at home?



How will my child be involved in their own learning?

Who should I contact if I am not happy with my child's progress or learning?

How can I keep in touch with my child's teacher more regularly?



How can I keep in touch with my child's teacher more regularly?



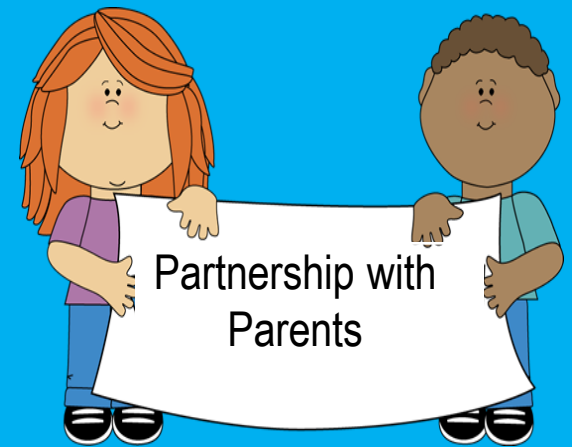
Sometimes a child may have a range of difficulties, leading to many worries and concerns, not only for your child but for you as well.

In some instances individual arrangements are made in addition to the termly meetings to ensure a child's needs are met.

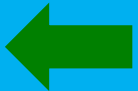
To contact your child's teacher, please email or phone the school office. See our contacts page for details.



What extra curricular activities
are available for pupils with
SEN?



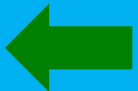
We are an inclusive school, and as such, all of our extra curricular activities and clubs are available to all children. Please apply for these clubs in the regular manner.



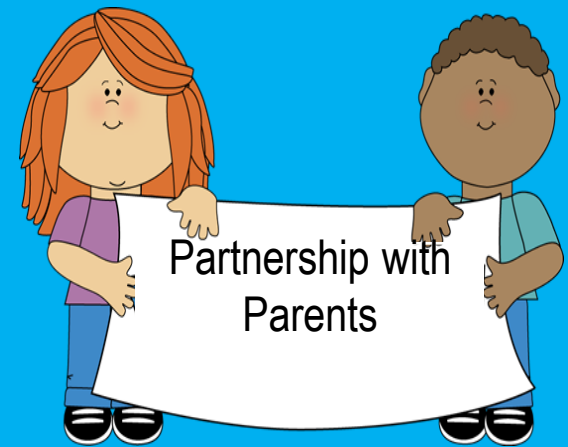
How can I support my child at home?



Your child's class teacher will send homework tasks home where appropriate. These tasks will include a range of activities, building on what your child already knows, consolidating previous knowledge and providing challenge where appropriate. There may be particular ways that you can support your child at home and these will be shared with you. We also run workshops / information evenings for parents.



How will my child be involved in their own learning?



We try to involve the children in their own learning as much as possible. Children's opinions about their learning and what works well for them are sought before SEN / EHC review meetings in school. Their views are 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.



What happens if my child needs specialist SEN equipment or other facilities?

What other services are available for my child with SEN?

Who should I contact to find out about other support and services?



Who should I contact to find out about other support and services?



There are a number of other support services available for families of children with SEN and disabilities.

Please contact our SENCo for further information.

Parent Partnership Service – This service can share information and signpost and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings, 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](#))

The Local Authority also has a Local Offer website and information about services that may be available to you. ([Click here](#))



What happens if my child needs specialist SEN equipment or other facilities?



Our SENCo works very closely with specialist agencies and services who loan or supply specialist equipment to support a learning difficulty.

The Local Authority will provide specialist equipment such as wheelchairs, standing frames and so on when they are prescribed by a health professional.

If auxiliary aids or equipment or any other useful resources are necessary to facilitate learning then these will be provided.



What other services are available for children with SEN?



There are a range of services available to children with SEN and their families. Examples of these services include the following:

Time 4 U

If children have suffered a bereavement or there has been a family breakdown, children can be referred to this service.

Sensory Support

Support provided for children with hearing or vision difficulties.

CAF

This is a support process to help families where there are difficulties and involves a multi agency approach.

CAMHS

Children and Adolescent Mental Health Service to support children who have difficulties emotionally or socially.

CIASS

The Coventry Communication and Interaction Support Service offer advice and support to school and families of children with ASD.

EPS

The Educational Psychology Service provide specialist support, guidance and assessment for children.

Vibes

Courses are available for children in KS2 for anger management, anxiety management and confidence.

Shortbreaks

This service can provide activities and short breaks for children with SEN or a disability.

LAWSS

Learning and Wellbeing Support Services help to identify gaps in learning, providing targeted support.

MGSS

Minority Group Support Services provide multi lingual assistants to help children who struggle with English.

Nurse

We have a school nurse who supports families with a range of issues including dietary advice and bedtime routines.

OT/Physiotherapy

We can refer to Occupational Therapy and Physiotherapy if a child is having difficulty with fine or gross motor skills.

IPMHS

The Integrated Primary Mental Health Service provide a range of mental health services to children in school.

Relate

Relate is a counselling service for children and families. We can refer children and families to this service.

SLT

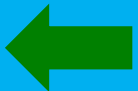
We have access to Speech and Language Therapy services and can refer children for assessment and support.



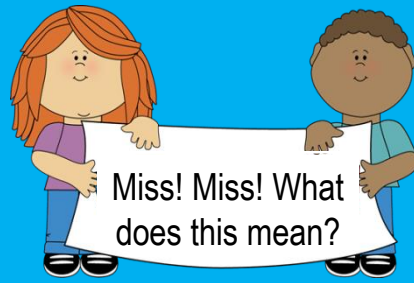
Who can I contact to find out about other support for children with SEN and their families?



There are a range of services available to families of children with SEN. Please [click here to find out more.](#) Alternatively, Parent Partnership are able to offer independent advice and support. [Click here for more details.](#)



ADHD
Attention Deficit
Hyperactivity
Disorder



SENCO
Special
Educational Needs
Co-ordinator

AS
Asperger
Syndrome

EHCP
Education, Health
and Care Plan

IEP
Individual
Education Plan

SEND
Special
Educational Needs
and Disabilities

ASD
Autistic Spectrum
Disorder

EP
Educational
Psychologist

LABSS
Learning and
Behaviour Support
Service

SLT or SALT
Speech and
Language
Therapy/Therapist

CAMHS
Child and
Adolescent Mental
Health Service

EPS
Educational
Psychology
Service

OT
Occupational
Therapy

SLD
Specific Learning
Difficulty

CIASS
Coventry
Communication and
Interaction Support
Service

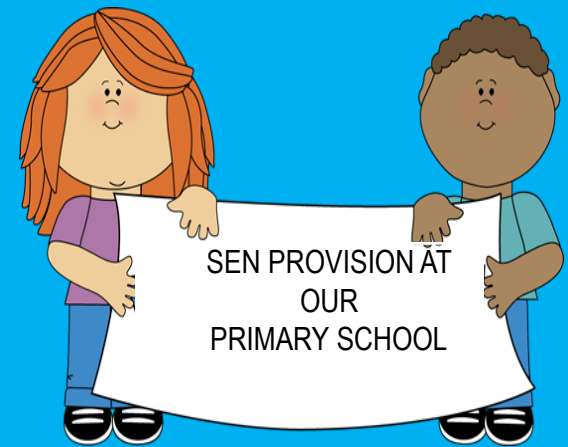
HI
Hearing
Impairment

PPS
Parent Partnership
Service

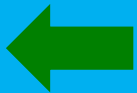
VI
Visual Impairment



Who should I contact if I am concerned about my child's progress?



If you are concerned about your child, your first point of contact should always be your child's class teacher. Within school, the class teacher knows your child the best. The class teacher will then liaise with the SENCo if they feel that additional support would be of benefit. You can contact the school or Parent Partnership if you need further advice or support. Parent Partnership is an advisory service for parents of children with SEN.



Contact us

School Office: Phone number: 02476 411711

Email: admin@howes.coventry.sch.uk

Headteacher: headteacher@howes.coventry.sch.uk

SENCo: mmair@howes.coventry.sch.uk

Learning Mentors: debbie.bannister@howes.coventry.sch.uk

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