

Open and honest communication

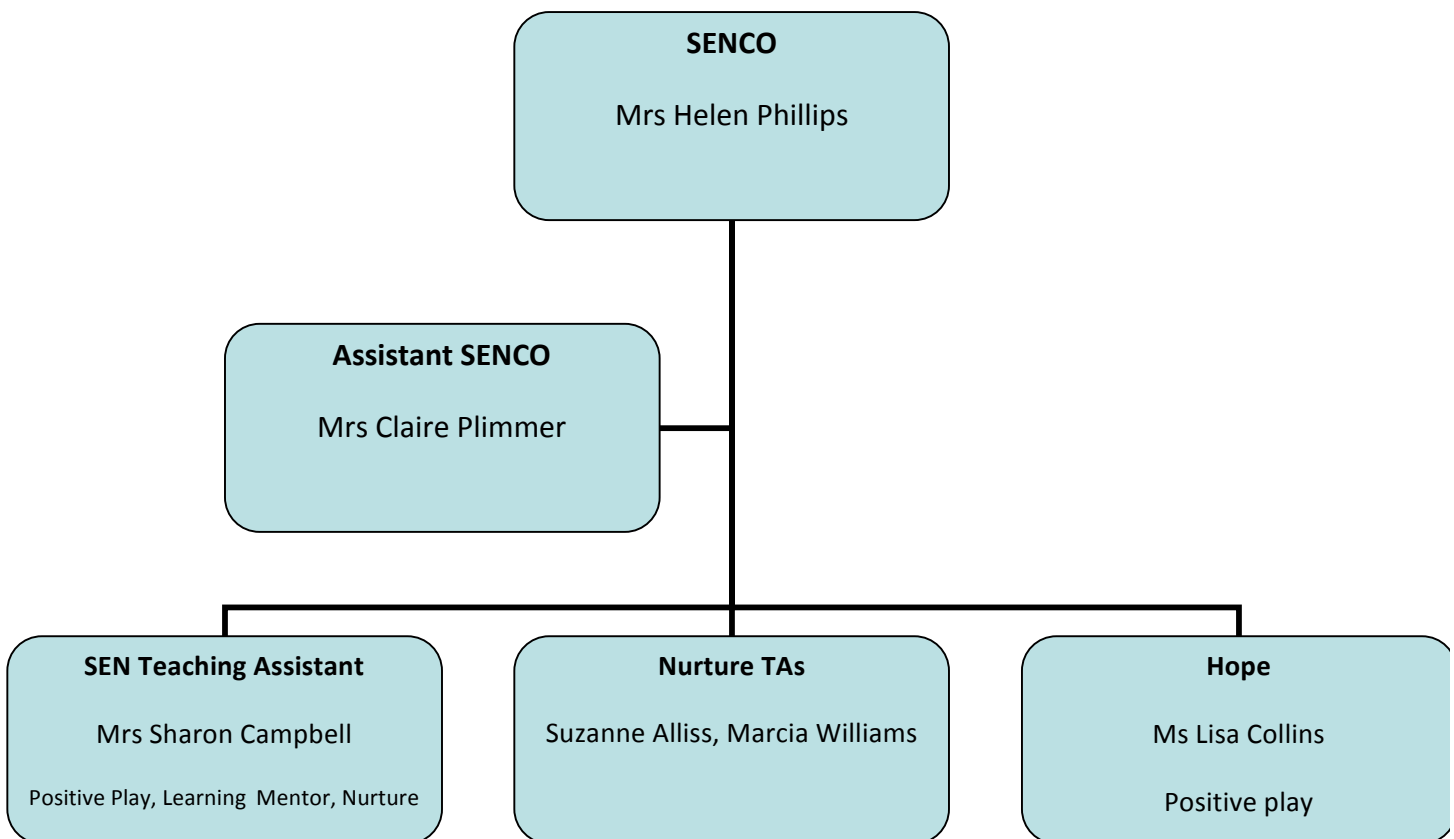
We have a team who support pupils and the parents of pupils with SEND. This is led by the Special Needs Coordinator (SENCO) The team will explain everything to you and make sure you understand what is happening.

We will make all the information we need to share with you clear and easy to understand

The SENCO will make sure that all necessary school staff are aware of your child's needs and worries

If we think your child needs extra support we will always talk to you about this

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child will also be able to give their views



SEND Governor – Mrs Anne Andrews

- We have an open door policy. Staff are available to speak with you before and after school without appointments. Should you wish to make an appointment please contact the office who will be able to assist you with this – 01283 239450 or office@etonpark.staffs.sch.uk
- We communicate through regular termly meetings which involve parents and children. These are face to face meetings. These provide an opportunity to discuss your child's progress with the class teacher and the SEN team. If you have questions or concerns this is an ideal time to raise them. However staff are also available throughout the term. A written report is provided at the end of the year.
- Pupils are provided with reading diaries in which teachers and parents can write comments

- Information regarding our SEND provision can be found on our school website www.etonpark.staffs.sch.uk/
- All policies relating to SEND provision can be viewed on the website along with the admissions policy and the complaints procedure.
- We work closely with external agencies to ensure effective provision for our pupils eg: Educational Psychologists, CAMHS, Behaviour Support, Physical Support Services, Fountains Primary School, Autism Outreach, Midland Psychology, Speech and Language, Hearing and Visually Impaired Services, Health. Our SEND team is always on hand to support and guide you with these meetings.
- When your child transfers to key stage 3 we work closely with the transferring school to ensure that your child receives the best support possible.
- Eton Park Junior School use the Code of Practice 2014 to identify areas of SEN. We register children under the following categories;
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory and/or physical needs
- There are 3 waves of intervention we use to support the pupils in school.

Wave 1	Wave 2	Wave 3
<p>Children are set by their academic ability for Literacy and Numeracy. Teachers and staff support children, individually and in group activities. Teachers set challenges for children to complete at their own level of confidence.</p> <p>Differentiation Level of support – appropriate to need Teaching is for all pupils to achieve</p> <p>Parents meetings/open door</p>	<p>Interventions</p>	<p>Risk assessments</p> <p>Health care plans - Care Plans are produced for any necessary needs and passed on to all members of staff.</p> <p>Team around the child mtgs</p>

- We will ensure all children’s needs will be met by trained adults. The following provision is available:
 - Medical training
 - Personal care
 - Mobility equipment and Physiotherapy
 - Speech and language intervention through Talk Boost

- Reading intervention teachers
- Child centred reviews (in line with Achievement for All) – termly IEP reviews with child, parents and staff.
- Share information through care plans
- Personal care plans
- Parent workshops around specialist teaching approaches and specific needs.
- 1:1 drop in available with SENCO/appropriate support staff
- Home – link books.
- Key member of staff available at end of school day to discuss issues.
- Parents meetings - 3 x year
- TAC/CAF
- Open door policy
- IEP meetings and review
- Texts to parents
- SEN Annual reviews
- Attend outside agency feedback – meetings with parents
- Involvement in transition meetings
- Opportunities to meet outside agencies
- Transition from KS1 and to KS3, liaison between SENCOs and the opportunity to meet key staff in order to discuss child's needs

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

- Children's progress is tracked each term and is monitored closely by the Senior Leadership Team. Our staff work closely with the SENCO and SEND team to identify children with any special educational needs.
- Assessments are carried out in school with the agreement of parents. Outside agencies are contacted on behalf of the parents if there are any concerns. Parents are involved throughout the process.
- Pupils who are not making expected progress are involved in Achievement for All. The school works closely with the pupil and parents to create an action plan of how best to support the pupil in and out of school. Parents are given a voice and are able to understand their child's strengths and weaknesses. A meeting is carried out each half term. All children are invited to take part in their review meetings. Across the whole school children meet with staff and parents to discuss their progress and academic levels. SEND pupils meet termly with the class teacher, parent and SENCO to discuss progress, provision and set new targets. This is in line with our work with Achievement for All. Termly meetings also involve external professionals if they are involved. Parents' consent is needed.
- We work with Lansdowne Infants to discuss the pupil's needs before they enter the school so that we can support them on their first day. We also work closely with the de Ferrers SEND team, who support our pupils with special educational needs with a supportive and informative transition programme. Children with SEND are able to take part in extra transition activities.

Behaviour Support

Staff follow the school's behaviour policy. Parents will be informed if a child has on-going behaviour difficulties. A pupil may use a behaviour card to track their behaviour and to share with members of staff and parents. Positive praise and rewards are used in school to encourage appropriate behaviour from all of our children.

Attendance

Pupil's attendance and punctuality is of great importance. Our dedicated office staff work closely with parents to ensure their child is in school. Parents are updated weekly with attendance figures on the newsletter.