


The Firs Lower School – Special Educational Needs and Disabilities (SEND)  
Information Report.

SEND Information Report	The Firs Lower School will
<p><i>Mission Statement and values for The Firs Lower School</i></p> 	<p>Our Mission Statement...</p> <p style="text-align: center;"><b><i>‘Working Together to Achieve our Best.’</i></b> Our School</p> <p>Values...</p> <p style="text-align: center;">This is what we want to <b>CREATE</b> for our school:</p> <hr/> <p><b>Caring</b> and welcoming for everyone  <b>Responsibility</b> to play our part in the team  <b>Engaging</b> and communicating positively with the whole community  <b>Aspire</b> to persevere and do our best  <b>Teaching</b> that is fun and helps us learn  <b>Every</b> child taking pride in their learning all their life</p>
<p><i>How does the school identify the particular special educational needs of a child or a young person?</i></p>	<p>It may be found that a child requires additional support through concerns raised by a parent / carer, by the child’s teacher or by the child. Any concerns which a teacher has about a child in their class will be raised with parents/carers, for example if the child in any age related group is making limited progress in comparison with their peers, or if a change or concern with behaviour is noted. Parents can approach the child’s teacher or SENCO at any time if they have any concerns.</p> <p>Parents are kept informed at each stage of the process. They will be invited to meet with the child’s teacher, and depending on the need may meet with the SENCO, to participate in discussions regarding support planned for their child. Any advice or further assessments required can be discussed and reviewed.</p>
<p><i>How does the school work with parents / carers of a child or a young person with special educational needs?</i></p>	<p>Consultation with parents and carers can be achieved through:</p> <ul style="list-style-type: none"> <li>• Parents evenings</li> <li>• Regular interim reports and annual end of year report</li> <li>• Planning and review meetings to discuss the support your child is receiving and planning for next steps.</li> <li>• Regular home and school contact e.g. home/school book</li> <li>• Multi-agency meetings are held on site</li> <li>• Annual reviews are held for those pupils who have a statement of need or an Education and Health Care Plan.</li> </ul>

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<p><i>What support is available for a child or a young person with special educational needs?</i></p>	<p>Each class receives additional support from a teaching assistant at regular times throughout the week. Class teachers will assess the needs in their class and plan support accordingly. Children who require additional support be identified, assessed and monitored. If necessary, they will be offered an intervention programme to address their needs.</p> <p>The four areas of SEND are:</p> <ul style="list-style-type: none"> <li>• <b>cognition and learning</b></li> <li>• <b>social, emotional and mental health</b></li> <li>• <b>communication and interaction</b></li> <li>• <b>sensory and physical needs.</b></li> </ul>
<p><i>How will the school know how well my child is progressing, and how will they inform parents / carers of this?</i></p>	<p>Teachers regularly assess all pupils within their class, and target monitoring meetings are held between the head teacher and each class teacher termly. In addition, if a child has a special educational need, a Pupil Profile and an Individual Provision Plan will be completed by the SENDCo and class teacher. These will form part of a SEND Support Plan and will be shared with the parent and child.</p> <p>Parents are informed as to their child's individual progress at termly meetings.</p> <p>If parents require any additional information they can contact the class teacher or SENCO at any time.</p>
<p><i>What training is given to staff on Special Educational Needs Does the school have any specialist training?</i></p>	<p>Regular training is provided for all staff to ensure that all have the relevant qualifications to cater for a range of special educational needs within the classroom. This has included Restorative and Relational behaviour training, Read write inc Intervention, Attachment and Trauma Informed approaches and speech and language training,</p>
<p><i>How accessible is the school to a child or a young person with special educational needs?</i></p>	<p>Please see our school accessibility policy and plan.</p> <p>At The Firs we pride ourselves on adapting provision to suit the individual needs of each child. Where additional support is necessary, we will attempt to provide resources or intervention to meet that need. This can include teaching intervention for literacy (including dyslexia, reading, spelling and handwriting support) maths; pastoral support; social groups; speech and language intervention; behaviour intervention; sensory support and many more.</p> <ul style="list-style-type: none"> <li>• Disabilities are supported as necessary, including disabled access, parking and toilets.</li> </ul> <p>If a pupil requires additional equipment to support them in school this can be discussed with the class teacher or SENCO.</p>

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<i>How does the school ensure that a child or a young person with special educational needs is included in all activities at school, after school clubs and on school trips?</i>	The Firs Lower School ensures that it is an inclusive school to all pupils. All activities are 'Risk Assessed', and our staff take great care when choosing trips to ensure that they are inclusive to all pupils. Where a pupil has specific difficulties a meeting will be held between the parents, class teacher and SENCO/Head teacher to review the difficulties, assess the risks and take actions to ensure inclusion.
<i>Transition Arrangements How does the school support children when joining the school and transferring to a new school?</i>	Pupils with Special Educational Needs are given special consideration for transition at any stage. We would encourage all parents and children to visit the school, and for pupils to spend time within the class they will be joining. We work closely with Alameda Middle School, as well as other local middle schools, to design and facilitate numerous activities to support the transition process
<i>Who can I contact if I have any questions? Where can I find additional information?</i>	<b>Ms Victoria Gamble</b> – Special Educational Needs and Disabilities Coordinator <b>Mr Adam Campbell</b> – Head teacher Information can be found on the school website under the 'Additional support arrangements' page. Parent Forums are arranged at various points during the year, and details are sent out through the school newsletter. The SEND Policy is also available on the school website.
<i>What governor involvement is there and what is there responsibility?</i>	The SENCO reports to the head teacher and governing body every term to inform them of the progress of pupils with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times. Mrs Sarah Walker is our link governor responsible for SEND. The link governor meets regularly with the SENDCO and also reports to the governing body.
<i>Further information for families and practitioners</i>	For further information please visit Central Bedfordshire's website via the link below which gives details of the local authorities SEND LOCAL OFFER along with a directory of services. <a href="http://www.centralbedfordshire.gov.uk">www.centralbedfordshire.gov.uk</a> Further information on any need additional to the quality provision within the classroom, can be provided by contacting your child's class teacher and the <b>SENDCo Victoria Gamble (victoria.gamble@firslower.org)</b>