

## SEN Information Report

October 2018

### **Introduction**

At North Denes Primary School, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual.

We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. North Denes Primary School adopts a 'whole school approach' to special educational needs.

All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. The school operates a policy of inclusion, which "acknowledges the social, emotional and cognitive factors that contribute to school learning and participation" The school takes very seriously its responsibilities towards all pupils with additional needs and every effort is made to match provision to need.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. Definition of special educational needs in this report, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2015) defines SEN as:

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or*
- b) have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

- To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing barriers to

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learning.

### SEN provision:

The person responsible for overseeing the provision for children with SEN is Mrs Debra Whiting, the Head teacher. The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Juliet Clifton Fearn. All staff and governors contribute to the implementation of the policy. Contact details 01493 842063 asking for the SENCo.

All staff can access:

- North Denes Primary School's SEN Policy;
- Guidance on Individual Support and Education and Healthcare plans
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their Pupil Passports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

North Denes Primary School has 415 pupils and 79 of these have SEN. 5 pupils have an EHCP. (2018-19 academic year with 2 applications in process). Below is an overview by SEN need.

Barrier to learning	EYFS	KS 1	KS 2
Communication & Interaction	5	3	14
Cognition & Learning	6	9	26
Social Emotional Mental Health	1	1	3
Sensory/Physical	2	2	7
<b>Total SEND in year group</b>	<b>14</b>	<b>15</b>	<b>50</b>

North Denes Primary School recognises a full range of special needs. We have members of staff who specialise in SEN provision and support and teachers and teaching assistants have gained experience over the years by attending courses appropriate to their roles at the time. Teaching Assistants undergo continued Professional Development, enabling them to take part in or run intervention programmes for students with additional needs. Once a child's needs are identified, support will be provided in a range of ways including:

- Modification of teaching methods/materials
- In class support by teacher/Teaching Assistant (TA)

- Provision for individual/ small group work; including 1:1 teaching in English and maths; Phonics teaching and Dyslexia Support
- Individual behaviour Plans will be monitored by the SENCO.
- Use of specialist equipment
- Specialised ICT programmes

Every student will be regarded as an individual and resources will be deployed to help them reach targets specified on their Pupil Passport.

The school already has a range of specialist SEN facilities already in place-

- Specialist classroom furniture is in place to enable full participation in all areas of the curriculum
- Disabled toilets are available
- Blinds are available in all classrooms to help partially sighted students
- Classrooms are carpeted to reduce noise levels for the hearing impaired. There are a number of classrooms available for small group teaching
- Computers are available in each of the teaching rooms
- Access to low vision aids, access to specialist aids, equipment or furniture      regular and frequent access to specialist support

### Quality First Teaching / Graduated Response (Assess)

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) If a pupil has recently been removed from the SEN record they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is formally recorded by the school as being under observation due to a concern by parent or teacher but this does not place the child on the SEN record. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- h) Pupil progress meetings are used to monitor and assess the progress being made by the child.
- i) Work closely with the Wellbeing team to ensure the emotional and social development of learners with SEN is carefully considered and monitored.

The frequency of these meetings is dependent on the individual child's needs and progress being made.

- If a Pupil Passport in conjunction with a pupil mentoring plan is needed it should only record what is additional and should be reviewed regularly. (Plan)
  - Be seen as a working document
  - Detail provision 'additional to' or 'different from' that generally available for all pupils
  - Detail targets which are 'extra' or 'different' from those for most pupils
  - Be jargon free
  - Be comprehensible to all children, parents and staff
  - Be distributed to all staff as necessary
  - Promote effective planning
  - Help pupils monitor their own progress
  - Result in good planning and intervention by staff (by linking targets to weekly plans / pupil mentoring forms)
  - Result in the achievement of specified learning goals for pupils with SEN

### They will focus on:

(Do)

- Up to three individual, measurable targets set with the child to help meet individual needs and particular priorities
- Targets should relate to key areas in communication, literacy, mathematics, behaviour and physical skills
- Strengths and successes should underpin targets and strategies



### Review

Formal review meetings are held at least termly. During these reviews we discuss:

- The impact of support offered
- The progress towards targets set
- Any updates or revision to support arrangements

In some cases it may be necessary to increase or change the nature and level of support your child needs to make progress. This may involve seeking help and advice from a range of specialist agencies. A referral for support from an outside agency is only made with your consent.

### Referral for an Education and Health Care Plan

The national code of practice for Special Needs is followed carefully. On occasion children with identified needs may need exceptional help. We value the advice and support of CEPP and if further help is still needed, then the Local Education Authority, through its School Psychological Service, may make an EHCP application. It should be recognised however that such additional help is exceptional.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the Local Authority believes that the school has taken every step possible to support of the child but is unable to provide the level of support needed alone. The decision to make a referral for a statement will be taken at a progress review.

### Tests: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or a word processor. A member of staff will talk to you if they feel your child would benefit from these additional arrangements.

### Access to the curriculum

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the head teacher will consult with the child's parents for other flexible arrangements to be made. The school curriculum is regularly reviewed by Mrs Debra Whiting together with the SENCo, Mrs Juliet Clifton- Fearn to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom. It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The School does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the Head

teacher in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- The wellbeing team meeting regularly to support the social, emotional and mental health needs of our pupils. (ELSA, mentoring, 1:1 check in time).
- Support and supervision at unstructured times of the school day (Small Garden, Mini Garden, Friendship Club and Buddies).

### Inclusion of pupils with SEN

Mrs Juliet Clifton Fearn oversees the school's policy for SEN and is responsible for ensuring that it is implemented effectively throughout the school.

- The school curriculum is regularly reviewed by Mrs Debra Whiting and Mrs Juliet Clifton Fearn to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. North Denes Primary School aims to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).
- Providing a balanced curriculum (Cornerstones) for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Using teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

### How can you support your child's learning?

Your child's teacher may suggest ways that you can help your child at home, including supporting them with their homework. Any outside agencies that support your child may also have suggestions. Perhaps the most important thing you can do is talk to your child about school.

### What support will there be for your child's wellbeing?

All appropriate members of staff are happy to discuss any issues or concerns with your child. If necessary a referral to the Wellbeing Team for more specialist support can be made. During your child's PATHS lessons, they will be given opportunities to share their feelings and concerns. They will also discuss ways of dealing positively and appropriately with their emotions, especially anger and issues of conflict.

### Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. North Denes Primary School carries out independent reviews, questionnaires, and data analysis and parent feedback. Evidence collected will help inform school development and improvement planning.

### Complaints Procedure

If a parent has a complaint about SEN provision made for their child at North Denes, they should first discuss this with the class teacher and SENCO. Then if appropriate meeting with the head teacher. If the matter is not resolved a formal complaint can be made to the Governing body. Complaints about any aspect of the SEN policy will be dealt with in the same way as any other complaint against the school.

### Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Head teacher and the child's parents.

### Working in partnerships with parents

North Denes Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including Mrs Debra Whiting throughout the year for any reason. Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews and termly reviews. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Head teacher may also signpost parents of pupils with SEN to the local authority Parent Partnership.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### Links with other schools

Links with other schools, including special schools are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure they are carefully planned for.

- Receiving Pupils - meetings with parents and new pupil. Contacting previous school for SEN information such as Statements, LA reports academic level, provision mapping and Pupil mentoring forms. Liaising with LA if it is a pupil with an EHCP. All SEN information received between schools is available to parents. If necessary, the SENCO works with the schools to ease the transition of the new pupil.

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- Transferring Pupils - copies of Pupil Passports / Mentoring Forms, statements (EHCP) and local authority reports will be sent to next school. Pupils with an EHCP will have their new secondary school invited to their last Annual Review. Parents would have copies of all these. All academic levels, intervention strategies and provision mapping will be transferred.

### Links with other agencies, voluntary organisations and in school support.

North Denes Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND:

- Education Psychology Service (CEPP) Chris Ducker EP and Jill Skipper (AST)
- Wellbeing (Angela Juler)
- Attendance (Victoria Beales )
- ELSA (Victoria Beales / Joe Burgess)
- Care and Support (Sharon Johnson)
- Nurture Group (Lesley Burgess )
- Social Services
- Speech and Language Service
- Language and Learning Support
- Teacher of the hearing impaired
- Teacher of visually impaired
- Schools and family Support Service
- Occupational therapist
- Physiotherapist
- Respectrum (Autism Specialist Advisory Service) Su Sengupta
- Nelson's Journey

Types of assessments used:

- Rapid phonics
- Visual stress screening
- SDQ
- Boxall profile
- PUMA maths
- Rising Star Reading
- Vernon
- Salford
- Advisory support teacher assessments
- NFER maths and English assessments
- BPVS

Review Date October 2019