

SEN Information Report – October 2019

Context

Under the Children and Families Bill 2014, Local Authorities and schools are required to publish information about the services they expect to be available for children and young people with SEND aged 0-25. The Local Authority refers to this as the 'Local Offer' and information will be available on the Dorset Council website.

The intention is to improve choice and transparency for families and to provide important information and signage regarding the range of services and provision within the local area.

The changes in the Children and Families Bill 2014 affect the way children with special educational needs (SEND) are supported in schools. This new approach began in September 2014 and places pupils at the centre of planning.

The key areas of the changes in legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHCP) have replaced statements of special educational needs. New assessments for additional educational needs have followed the EHCP guidelines from September 2014. (Existing statements remained in force until all children and young people have completed the transition).
3. School Action and School Action Plus have ceased and have be replaced by a single school-based category for children who need extra specialist support (SEND Support) In our school our categories are tier 1 (universal), tier 2 (targeted SEN support), and tier 3 (personalised SEN support)
4. There are 4 areas of SEND need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health difficulties
 4. Sensory and/or physical

We are well placed to adopt these changes and work with pupils and parents/carers to ensure fully inclusive access to our learning by meeting the needs of children with SEN in a mainstream setting, wherever possible.

Access Arrangements for Tests and Assessments

Wool CE VA Primary will consider each child's individual case and their specific needs to decide if any adjustments are necessary in order to allow that child to access tests.

Adjustments that may be made include;

Additional time to complete the test

A break during the test

Large print

An adult to help the child to stay focused

Making a transcript of the test if the child's writing is difficult to read

Any adjustments would become part of normal classroom practice.

This would be shared with the parent/carer at parents evening/meeting or a PSP meeting.

SEND at our school

At our school we have high aspirations for all children, whatever their ability or needs. We want all children to feel that they are a valued part of our school community. Through appropriate provision, we respect the fact that children:

- Have different educational, social, emotional and physical needs.
- Need different approaches to learning.
- Learn in different ways and progress at different rates.

We provide support across the four areas of need, as laid out in the SEN Code of Practice 2014:

- Communication and Interaction (speech and language, Autistic Spectrum)
- Cognition and Learning (Moderate and specific learning difficulties – dyslexia, dyspraxia..)
- Social, Emotional and Mental Health (ADHD, Attachment)
- Sensory, Medical and Physical needs (Hearing/vision/sensory impairment)
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Identification and Assessment

We follow a graduated approach to assessing, identifying and providing for pupils with SEN. Our curriculum policies outline the range of assessments regularly used in school. If, despite interventions, a child is making significantly slower progress than that of their peers starting at the same baseline, or a child fails to match their previous rate of progress, they will be placed on the SEN register. This will follow discussions with parents/carers and appropriate school staff. Pupils who are identified as having SEN can have their needs assessed through:

- Feedback from teaching staff, teaching assistants and observations.
- Information passed on from Early Years settings or previous schools.
- Assessment of reading/spelling, through programmes such as Accelerated reading.
- Assessment, reports and reviews from external agencies such as Education Psychologist, SENSS, Speech and Language, CAMHS.
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Provision - Impact

The SENCO checks on the impact of support and interventions on a termly basis. The progress of children with SEN is discussed with individual staff members and is also a focus at Senior Leadership meetings. Actions are then planned for the following term.

Class teachers also monitor impact using their class Provision Maps and individual Progress Plans for children who are on the SEN register.

Provision – Progress

Progress of children with SEN will be discussed between senior leader staff and the class teacher each term. This could involve using:

- Attainment and progress data for children as part of whole school tracking in terms of Age
- Related Expectations (ARE) each term.
- Targets on Provision Maps and Individual Progress Plans.
- Use of Pupil/Parents discussions.
- Reviews from outside agencies.

Children holding an EHC plan will have an annual review, where representatives from all agencies involved with that child will be invited.

Provision - Teaching

All children are provided with Quality First Teaching. Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that all needs are met. All lessons offer challenge and support necessary for each child to learn. Specific resources and intervention strategies will be used to support children individually and in groups. Planning and teaching will be adapted on a daily basis, if needed, to meet individual needs. Provision could include:

- Alternative ways of recording ideas (ICT, photos)
- Extra adult support in classrooms where appropriate.
- Time limited intervention programmes.
- Personalised provision through adapted resources.
- Advice from external agencies (coloured overlays, enlarged print, position in classroom)

Provision – Curriculum and Environment

At Wool CE VA Primary we follow the National Curriculum and provide a thematic curriculum that fosters enthusiasm through a cross-curricular approach to learning, encouraging children to gain a deeper understanding by making connections.

Our curriculum takes into account the interests and needs of our children, is relevant to our local surroundings and draws on the resources available in our community. It is multi-cultural and promotes the skills needed by individuals to be successful in the 21st century.

It seeks to motivate and interest children and provides them with a purpose for learning. Clubs, trips, outside speakers and other planned opportunities for enrichment enhance the children's experience.

At Wool CE VA Primary we take into account different learning styles and use a variety of teaching styles and resources to teach the curriculum, allowing us to encourage and promote children to be independent thinkers, to learn through making mistakes, to challenge and ask questions, to make connections and see relationships, to communicate their ideas and work well with others and reflect on their learning and ideas.

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential.

Staff at our school seek advice from outside agencies on the best ways to adapt the curriculum and learning environment to meet individual needs. Specific examples could include:

- Instructions broken into small steps.
- Visual prompts/schedules
- Use of laptops
- A learning bay to limit distractions
- Careful positioning of children in the classroom
- Use of sensory breaks or resources
- New strategies such as Precision Teaching

Provision – Engaging in activities with others

All children are encouraged to attend events and trips, as well as activities in and out of school. In addition to the activities available as part of the school curriculum, there are a number of opportunities for all children, including those with SEND:

- Extra-curricular clubs e.g. Science, football
- Breakfast club
- Residential trips and class day trips.
- Visitors to school e.g. Life Education Van, Monkey World, dance and music workshops.

Provision – Social and Emotional development

Unless children are happy at school, learning is not as effective as it should be. Our school has a good history of supporting children who are struggling with emotional difficulties.

We take our pastoral responsibilities very seriously and our Policies and procedures reflect the Ethos Values of the school. We offer social and emotional support within the school environment for every child and their family/carers. By ensuring that all children are supported socially and pastorally by staff, who know the children well.

The SCARF PSHE programme is delivered as part of the curriculum across the school. It provides a current framework and ideas for developing social and emotional skills across subjects and outside the classroom. We have a therapeutic behaviour policy and have adopted and adapted the RRS which is known and used by all staff and children. We strongly recommend that the RRS is used in the home to support consistency.

We promote and celebrate excellent attendance.

SENCO Details

The SENCO at our school is Miss Natasha Hardy. She teaches in Beech and Willow classes to release teachers for PPA and is a member of the Senior Leadership Team. The best time to contact her is on a Monday, Tuesday or Thursday morning between

9.00-12.00am. Please contact her through the school office or send an email to the following address;

n.hardy@woolprimary.dorset.sch.uk

Staff – expertise and training

Teaching and support staff take part in regular training in relation to children and young people with SEN. Recent examples include:

- Precision teaching
- SEMH awareness training
- STEPS therapeutic approach to behaviour
- SENSS demonstration lessons
- Autism awareness training
- Attachment awareness training
- Outreach from local special schools

The SENCO attends regular training to stay up-to-date with new developments and also provides inhouse training on areas such as Provision mapping and Progress plans.

Equipment and Facilities

Where necessary, equipment and resources for children with SEND are purchased, following advice from specialists. This happens through discussions with the specialists, parents and teachers.

Examples include:

- Specific computer programmes
- Books and games
- Distraction boards
- Writing slope
- Wobble cushions
- Sensory equipment
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Our school's Accessibility Plan (available on the website) outlines adaptations that can be made to the building to meet particular needs, if they arise.

Some of the adjustments made so far have included:

Ramps for wheelchair access

Handles at entrance doors

Disabled toilet in main building

Hearing Loop systems can be installed if needed

Extra adults available at certain times of the day and on trips for specific children

Visually Impaired team consulted and larger print text used for specific child

Request for large text and audio for all policies In place

Parent Partnership

We are child and family centred so your child and you as parents or main carers will be involved in all decision making about your child's learning.

We hold a parent evening each term to discuss the progress of all children, where targets and provision maps will be shared.

Teachers are available after school to discuss small concerns. The class teacher will feed this back to the SENCo and a meeting can be arranged if needed.

The SENCo arranges meetings for parents where outside agencies are involved.

Outside agencies can also call a TAC/CIN meeting if necessary.

Please get in contact if there are any concerns or questions. Initially, contact the class teacher. If necessary, the SENCo can also meet to discuss any concerns or to celebrate success.

Pupil Voice

As part of the process of writing Individual Progress Plans, class teachers and TAs discuss successes and targets with the children. They talk about what they think they are good at and also how they think they can improve. These Progress Plans are reviewed each term.

At times, it might also be appropriate to use a document called a '1-page profile' to create a clear picture of each child as a learner.
We might also use a 'Pupil Voice' questionnaire to find out more about an individual child.

Complaints

It is in everyone's interests for complaints to be resolved as quickly and at as a low level as possible and our complaint procedure can be found on the school website/through the school office.

If you have a complaint, please first talk to your child's teacher. If you feel it is still unresolved, please speak to the SENCO and then the Head Teacher. If the matter remains unresolved, please contact our Chair of Governors – Mr. Mike Glanville through the school office.

Additional Support

External support services play an important part in helping the school identify, assess and make provision for pupils with SEN. The school is supported by an Educational Psychologist; SENSS; Speech and Language service; Outreach and the Purbeck Partnership Zone, to name a few.

The school maintains links with Child Health services, Social Care and Welfare services to ensure that all relevant information is considered when making provision for our children with SEN.

Our School Nurse offers 'Drop In' sessions for parents throughout the year and this information is available on the school APP when dates are arranged.

Support Services

These are some of the support services available for parents of pupils with SEN:
SENCO: Miss Natasha Hardy (contact through school office)

Pupil Premium Lead and Headteacher: Mrs Ellie Griffiths (contact through school office)

School Nurse: (contact through school office)

Dorset SENDIASS (SEND information, advice and support service): Catherine Breakwell

(sendiass@dorsetcc.gov.uk)

Dorset Parent Carer Council (dorsetparentcarercouncil.co.uk)

Moving between schools

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Our staff are sensitive to the implications of joining a new peer group, joining the school mid-year, or moving to a completely new location. They are experienced at supporting these transitions and will be keen to offer help and reassurance to ensure your child integrate well and are happy at their new school.

If your child is joining our school:

- We encourage parents and children to visit the school and meet staff who will be working with them.
- A member of staff will either show the child and parents around school or be available to answer any questions.

If your child is moving to another school:

- We will contact/be contacted by the school SENCO to ensure they know about any special arrangements or support that will need to be put in place.
- We will pass on any records about your child as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher.
- Your child will have transition visits to meet the class teacher/TA and become familiar with their new classroom.

Pre-School Transition:

- We have a flexible transition programme in place for the move from local pre-schools with regular visits to the school and staff also visit the pre-school setting.

Secondary Transition:

- The teacher and SENCO will discuss the specific needs of your child with staff from the

secondary school.

- Enhanced transition programmes can be arranged to meet individual needs for children joining us from pre-schools and for those moving to secondary settings. We can also develop links with staff offering pastoral support at secondary for those children needing support.

Local Authority Information

This SEN Information report outlines our offer of support for pupils with SEND. This forms part of Dorset's Local Offer which can be found here www.dorsetforyou.gov.uk/local-offer
 More information can be found on the Family Information Directory via www.dorsetforyou.gov.uk/fis/search
 The EHC plan SEN case co-ordinator for our school is Gill Dodd. Her email is as follows; g.dodd@dorsetcc.gov.uk

Abbreviations

Sometimes we use abbreviations which can lead to confusion for all of us! Here are some of the most useful SEN terms.

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

CAMHS – Child and Adolescent Mental Health Services

CIN – Child in Need

COP – Code of Practice

DFE – Department for Education

EHC Plan – Education, Health Care Plan

HI – Hearing Impaired

KS1/KS2 – Key Stage 1 or 2 (Years 1 and 2) (Years 3-6)

LA – Local Authority

MLD – Moderate Learning Difficulties

MSI – Multi-Sensory Impairment

OT – Occupational Therapist

PD – Physical Disability

PMLD – Profound and Multiple Learning Difficulties

Provision Map – Document that shows the provision a child is receiving

PSHE – Personal, Social and Health Education

SALT – Speech and Language Therapist

SEMH – Social, Emotional, Mental Health

SEN – Special Educational Needs

SENCO – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

SENSS – Special Educational Needs Support Service

SLD – Severe Learning Difficulties

TAC – Team around the child

TAF – Team around the family

TA – Teaching Assistant

VI – Visual Impairment