



Lady Elizabeth Hastings' CE VA Primary School, Thorp Arch

SEN Information Report 2017-2018

1. The kinds of special educational needs for which provision is made at the school.

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND and Inclusion policy is available on our website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia.
- Sensory, Medical and Physical – sensory processing difficulties.
- Communication and Interaction – emotional needs, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties.
- Social, Emotional and Mental Health – attachment difficulties, anxiety.

Our SENCo has 9 years' experience in the field of SEND and has passed the National Award for SEN Coordination. All our staff are trained each year on the needs of students moving through the school or joining– this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students. For example, we have had whole staff training at Level 1 in Autism, with the SENCo completing Level 2 and 3.

The school works closely with outside agencies to ensure that we are supporting our children in the best way possible and consequently have developed good relationships with those professionals who work in school. The SENCO meets with the Head teacher on a regular basis to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

All children are assessed regularly in school and in a variety of different ways. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.

- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social skills in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

(a) how the school evaluates the effectiveness of its provision for such pupils:

- use of a provision map to record provision across the school
- regular learning walks, observation of interventions and meetings with staff
- evaluation of individual and group education plans
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEND in terms of National Curriculum levels of attainment – half termly
- monitoring by SENCo

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

- evaluation of individual education plans
- tracking of pupil progress in terms of National Curriculum levels/use of BSquared.
- progress of children with speech and language needs is assessed and reviewed regularly throughout the year by Speech and Language therapy services and the HLTA carrying out the intervention
- an Annual Review is held for children with Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the teacher/SENCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets
- when assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary
- generally whatever support is provided in the class room is provided as far as is permitted during tests

- initial concerns about a child's progress are discussed with the SENCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

(c) the school's approach to teaching pupils with special educational needs:

- the fundamental aim of our school is to enable each child to be all that they can be to embrace and fulfil their unique potential
- unlocking potential and removing barriers to learning is the promise and commitment of our school.
- we work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve
- all teachers are teachers of children with SEND and we in fact see SEND as a matter for the school as a whole whereby the Governing Body, Head teacher, SENCo and all staff members are involved.
- a continuous cycle of assessing, planning, teaching and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements
- children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively
- we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential.
- children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.
- we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements.
- Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs:

- the curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, roleplay, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; differentiated homework.
- school always acts upon advice received from external agencies (e.g. most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops/ipads for children with recording needs; use of coloured overlays; use of brain breaks; use of quiet areas: use of visual prompts: now and then boards, sensory cushions, writing slopes).
- we endeavour to ensure that all class rooms are ASC friendly including use of visual timetables in every class, personalised timetables and prompt/sequence cards as necessary, quiet work stations, access to quiet areas.
- we endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, breaking tasks down in more manageable chunks, providing enough time for children to process questions and instructions.
- we work closely with the speech and language therapists involved with our children and act on all advice given.

(e) additional support for learning that is available to pupils with special educational needs:

- there are currently 137 children on roll. We have 6 teaching assistants (including two HLTAs) employed either full-time or part-time in school. The HLTAs have been trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support with teaching Read Write Inc and some support children with SEND in classes. Some classes have additional TA support as there is a higher level of SEND need within those classes.
- we follow the Code of Practice for SEN
- we implement individual and group education plans with SMART targets
- a variety of intervention programmes are in place for children who require additional support e.g. ALK is used for supporting children with dyslexia or reading fluency and spelling difficulties
- for children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialists in Autism from the Leeds STARs team). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
- specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

- all extra-curricular activities (listed on this website) are available to all our children
- before and after school care is available to all our children
- residential trips are available to all children
- Playground activities available to all

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

- specialist advice available from SENIT as and when requested
- specialist advice from our link Educational Psychologists
- specialist advice from colleagues at CAMHS and the Leeds STARs team
- quiet areas in classrooms where necessary

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Our SENCo is Ms Kirsty Ilott who works in school 3.5 days a week. Ms Ilott may be contacted through the school office. She will endeavour to respond to all messages as soon as possible.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- Our SENCo has 9 years' experience in the field of SEND and has passed the National Award for SEN Coordination.
- school employs a team of 6 TAs who are trained and supported to deliver a range of interventions on a small group and 1:1 basis e.g. 'Alpha to Omega' – a reading fluency and spelling programme; Precision Teaching; social stories;
- 7 members of staff are trained First Aiders
- staff are trained regularly by the School Health Team with regards to epipen training.
- as specific needs arise the SENCo approaches specialists from a range of agencies (e.g. STARs, Occupational Therapy, Educational Psychology) to seek advice about raising awareness of the specific type of SEND. To enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought via the specialist agencies.
- general support and advice from the SENCo - e.g. with regard to the implementation of specific programmes, creation and monitoring of Individual Education Plans, tracking of children with SEND
- particular support is given to new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the Special Educational Needs Co-ordinator will pursue relevant training, in the first instance, for the class teacher and support staff concerned.

- our Special Educational Needs Co-ordinator attends termly 'Special Educational Needs Co-ordinator Cluster Meetings' funded by the L.A. organised to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
- Our SENCo attends the annual SENCo Conference and two SENCo network meetings each year to receive up to date advice on best practice which is then disseminated within school.
- at the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year.
- our SENCo organises training on a needs basis and also staff may request specific training.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- through discussion with specialist agencies involved
- through discussion with parents
- through discussion with the Head teacher
- equipment and facilities to support children with SEND are non-negotiable at our school; whatever our children with SEND require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of ASC; provision of coloured overlays/exercise books for children with dyslexia; provision of equipment e.g. sensory cushion and implementation of strategies e.g. brain breaks for children with sensory issues
- we regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend (or have attended) our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual or hearing impairments.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

- in addition to the 2 regular parents evenings, meetings with parents are held regularly throughout the year for children with SEND and there is an end of year annual report to parents as well as an interim report that is sent to parents in the Spring term
- education plans are sent home at least once every term to parents so they are aware of changes and new targets alongside suggestions for supporting their child in the home setting
- our parents appreciate the 'open door' policy whereby the SENCo and relevant staff (e.g. class teacher) are easily contactable via the school office/telephone/e-mail. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss

particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child

- when relevant progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations
- progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with specialist support teachers from the Leeds STARs team)
- the progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to high school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENCo of the receiving high school is invited to attend.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- targets set for children are reviewed with them
- children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- the complaint is dealt with by the class teacher
- the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,
- the complaint is dealt with by the SENCo or by a senior manager. If there is still no resolution
- the Head teacher should become actively involved
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the

needs of pupils with special educational needs and in supporting the families of such pupils

- school commissions the services of an Inclusion Leader who works between our family of schools supporting children with a range of needs. This is Geraldine Nichols who is based at Deighton Gates Primary.
- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from STARs for children diagnosed with ASC
- the speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children
- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

School Nurse

Single Point of Access:
3rd Floor
Stockdale House
Leeds
LS6 1PT
0113 8435219

Information and advice, for parents/carers, children, and young people with Special Educational Needs

Leeds Special Educational Needs And Disability Information Advice Support Service:
<https://familyinformation.leeds.gov.uk/sendiaas>
0113 378 5020

Speech and Language

Children's Speech and Language Therapy
Floor 3
Stockdale House
Victoria Road
Leeds LS6 1PF
Telephone number: 0113 843 3650

<https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/childrens-speech-and-language-therapy-service/childrens-speech-and-language-therapy-cslt-service/>

Toolkit: <https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/childrens-speech-and-language-therapy-service/cslt-toolkit/>

EP service

<http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx>

0113 378 5163

Post: Educational Psychology, Complex Needs Service, Adams Court, Kildare Terrace, Leeds LS12 1DB

Leeds Complex needs Service

email: children.leeds@leeds.gov.uk

SENIT – one minute guide

The Special Educational Needs and Inclusion Team (SENIT) is a multidisciplinary team of specialist teachers and inclusion workers in Leeds.

<http://www.leeds.gov.uk/docs/124-SENIT.pdf>

SENSAP – one minute guide

The SENSAP team is the local authority's Special Educational Needs Statutory Assessment and Provision team.

<http://www.leeds.gov.uk/docs/SENSAP%20Team.pdf>

STARS

STARS are a team of autism specialists who offer advice and training to mainstream settings.

<http://www.starsteam.org.uk/>

0113 3789792

Dyslexia

<http://www.dyslexiaaction.org.uk/>

<http://www.bdadyslexia.org.uk/>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

- Transitions from one class to another within school will be carefully planned and tailored to the needs of individual children e.g. visual books made and visits to the meet the new staff members or to see the new classroom
- All teachers will have a detailed meeting at the end of the academic year to pass on all relevant information regarding all children and there will be a focus on children with SEND
- School will support parents with choosing a new educational setting if they require this support
- When a transition to another setting is being made the school will work closely with the staff (namely the SENCO and new class teacher) at the new education setting and ensure that the transition is as smooth as possible and goes at the pace required by the child

- Staff will work closely with the parents and the children during all transitions to ensure that everyone's needs are met

13. Information on where the local authority's local offer is published.

Leeds Local Offer: <https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>

Lady Elizabeth Hastings' Local offer: <http://www.ladyhastings-thorparch.leeds.sch.uk/about-us/special-needs>