



SEN Information Report 2018/19

The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

Identifying pupils with SEN and assessing their needs:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will begin by deciding what are the desired outcomes, including the expected progress and attainment. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents:

We will have an early discussion with parents and the pupil, if appropriate. It will then be decided whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes:

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behavior.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and schools:

We will share information with the phase, school or any other relevant setting the pupil is moving to. This also includes if a pupil moves from the East Riding to another Local Authority. We will agree with parents and pupils which information will be shared as part of this.

Between phases within our school, pupil information is shared prior to transition from one academic year to the next. This information may consist of a short, written report, verbal discussion between staff, previous books etc. Any SEN information is discussed with the SENCO.

If a pupil has an Education Health and Care Plan (EHCP), a transition review is planned in Y5. The SENCO from the preferred secondary school is invited to this meeting as well. When pupil's reach Y6 they then have frequent induction visits to their new school. Our feeder secondary schools offer further visits for pupils whom we feel would benefit from this.

Pupil's who leave our Local Authority and move to another will also be supported. We, as a school, will share information regarding the pupil's needs, strengths, any interventions they are receiving and their current progress and attainment. All this will be agreed with parents and pupil.

Our approach to teaching pupils with SEN:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our initial step in responding to pupils who have SEN. Quality first teaching is the effective inclusion of all pupils in high quality, daily, personalized teaching. This approach is the best way to reduce the number of children who need extra help with learning and behavior. This will be differentiated for individual pupils. We will also provide the following interventions:

- Lexia.
- Toe by Toe
- Style Dyslexia
- PAT (Phonological Awareness Training)
- Plus 1
- Power of 2

Adaptations to the curriculum and learning environment:

We make the following adaptations to ensure all our pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Well organised classrooms with labels and picture symbols.
- Clear lesson structure with objectives presented both orally and visually.
- Instructions given in small chunks with visual clues.
- Memory supported by explicit demonstration and modelling.
- Classroom support planned for and used to maximise learning.
- All pupils are clear what is expected, and good examples are used when necessary.

Additional support for learning:

We have 10 teaching assistants and 1 nursery nurse. They are all highly skilled and fully trained to deliver the interventions that we use with the children.

- Teaching assistants will support pupils on a 1:1 basis when they have an EHCP, they are the only child receiving this intervention or if they require a specific intervention that must be delivered on a 1:1 basis in order to maximise progress.
- Teaching assistants will support pupils in small groups when a number of pupils all require the same intervention.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Dept.,
- Behaviour Support Team,
- Inclusion Practitioners,
- Speech and Language Therapy Services,
- Education Inclusion Service
- Children and Adolescents Mental Health Service (CAMHS),
- Portage

Expertise and training of staff:

Our SENCO, Mrs. Rush, has 10 years' experience in this role and worked as a SEN TA prior to her teacher training. She also has the National Award in Special Educational Needs Co-ordination, as required by the Department for Education (DfE) regulations 2014. She has a MEd in Inclusive Education. She is also a member of our Senior Leadership Team.

There are allocated 3hrs a week to manage SEN provision.

We have a team of 10 teaching assistants, 1 nursery nurse and 1 higher level teaching assistant (HLTA) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Elevate.

We use specialist staff for Speech and Language training, any medical needs training etc.

Securing equipment and facilities:

If any child requires any specialist equipment or use of specific facilities, then we ensure they have access to these as soon as possible. If a child requires a small item for classroom use, then a discussion between the SENCO and class teacher will take place and the resource will be purchased.

However, if the equipment is specialised, for instance specific medical equipment or equipment for a physical disability, then we would seek the advice and support of IPASS (Integrated Physical and Sensory Service) whom would recommend and supply specialist SEN equipment.

Evaluating the effectiveness of SEN provision:

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term,
- Reviewing the impact of interventions after 6 to 10 weeks dependent upon the nature of the intervention,
- Using pupil questionnaires,
- Monitoring by the SENCO,
- Using data reports to measure progress,
- Holding annual reviews for pupils with statements of SEN or EHC plans.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN:

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Haworth (Y3/4) and Derwent water (Y5/6).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Holme upon Spalding Moor Primary School is fully accessible with a dedicated disabled parking bay and toileting facilities. We have a ramp into our school hall from where the remaining building can be accessed. Our school's Accessibility plan can be found on the school website and downloaded from there.

Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development in the following ways:

- One of our experienced TA's is ELSA trained for children with emotional and social development needs.
- Pupils with SEN are encouraged to be part of the school council.
- They are encouraged to be a part of the lunchtime clubs.

All our staff take a pastoral support role for the children in their class. They are always available for all children if the need arises.

We have a zero-tolerance approach to bullying supported by a comprehensive policy to tackle any incidents that may occur. We also review the policy annually as a whole school.

Working with other agencies:

Sometimes it is necessary for our school to seek the support and advice from other agencies. This is to ensure that our SEND children are not disadvantaged in any way. The following professionals are available to the SENCO, Headteacher, Teaching Staff and TA's for specialised support;

- Educational Psychologist.
- Speech and Language Therapy (SaLT).
- School Nurse.
- Integrated Physical and Sensory Service (IPaSS).
- Occupational Therapy.
- Child and Adolescent Mental Health Service (CAMHS).
- Inclusion Practitioners.

Complaints about SEN provision:

Any complaints should first be raised with the SENCO, then if necessary, with the Head Teacher and finally, if unresolved, with the SEN Governor.

When managing parental complaints with regards to SEND, any of the following may apply;

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the child has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN:

As a school we understand that parents, at times, will require more support than we can give as a school. It is at this point the SENCO may suggest parents seeking help from other services available to them. Below are some of the services that may be of use to parents.

- SEND Information, Advice and Support Service (SENDIASS) – SENDIASS offers impartial, confidential information, advice and support for parents and carers. They can be contacted on the following number; 01482 396469
- LOOK AHEAD – this is a service provided by SENDIASS. It includes a newsletter, an emailed bulletin, informing parents of activities, support groups, events and courses, there are invitations to workshops and events across the East Riding and discount cards.

- Families Information Services Hub (FISH) – the FISH team operates a helpline offering free, impartial information for young people, parents and carers and professionals who have a role in supporting families. FISH provides details of the services in the East Riding for children and young people aged 0-20years.

Contact details for raising concerns:

Parents and carers are welcome to discuss any aspect of their child's learning or needs with, in the first instance, your child's class teacher. If you have further concerns, you should then contact the SENCO (Mrs. Rush) via the school office and they will arrange an appointment for you.

The Head Teacher (Mr. Woodhouse) is also happy to discuss your child's learning and needs. Please contact the school office to arrange an appointment.

The local authority local offer:

Our local authority's local offer is published here: East Riding of Yorkshire Council

<https://www.eastriding.gov.uk>