

SEN Information Report



NOVEMBER 2019

REVIEW DATE NOVEMBER 2020

Lead: Miss H Squires (Mrs C Forsyth – Maternity Leave)

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

At Churwell Primary we are committed to providing an inclusive environment for all members of the school community. We believe that everyone has a right to grow and develop in a supportive atmosphere which ensures that all are able to reach their full potential. We support the principle that all children have a right to be educated in their local school and we strive to adapt our provision, when appropriate, in order to make this possible.

Learn, Aspire, Achieve

updated October 2019



Aims

- To ensure that all children have access to a broad and balanced curriculum.
- To ensure children receive a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all children requiring SEND provision as early as possible in their school life.

- To ensure that children with SEND participate as much as possible in all school activities.
- To ensure that parents/carers of children with SEND are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEN provision.

Definition of Special Educational Needs & Disabilities (SEND)

The SEND Code of Practice (2015) defines SEND as, "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (CoP 2015 xiii and xiv)

Special education provision means (CoP 2015 xv), For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Identification of Special Educational Needs

A child has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from, or additional to, that normally available to children of the same age. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Class teachers will assess each child's current skills and level of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress given their age and individual circumstances. Where a child's progress is causing concern, this may 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 peer

- widens the attainment gap

What are the areas of SEND?

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. This often includes children with Autism Spectrum Condition, including Asperger's Syndrome.



Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple

learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions including as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression or self-harming. Other children may have disorders such as attention deficit hyperactivity disorder or attachment disorder.





Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

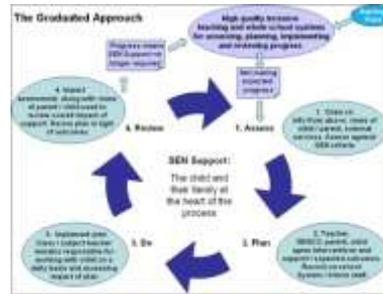
- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a 'Child who is looked after'

What do I do if I think my child or young person may have special educational needs?

- The first person to speak to is your child's class teacher who will be able to talk to you about your child's attainment and progress within the class.
- Your child's teacher will then arrange for you both to meet with the Special Educational Needs Co-ordinator (SENCO), Miss H Squires, who will be able to discuss your concerns in more detail.
- If your child is new to the school then please contact Miss Squires directly on the school phone number (0113 2527437) or email: office@churwellprimary.org.uk
- Mrs Lucinda Coy is our SEN Governor who works with Miss Squires to ensure the needs of children are correct and being addressed. Mrs Coy then shares this information with the governing body.

How will school support my child or young person's learning?

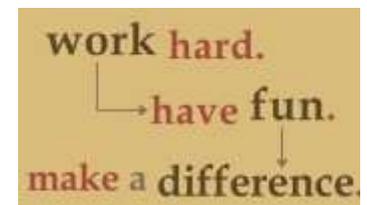
- Miss Squires works with parents/carers, the class teacher, and other professionals who may be able to help, to develop an educational programme to meet your child's needs. In many cases this is then delivered by a teaching assistant but carefully monitored by the class teacher. Miss Squires meets regularly with the class teacher and/or teaching assistant to discuss the progress and impact of the programme in place.
- We follow the Graduated approach of Assess – Plan – Do -Review to remove barriers to learning and put effective special educational provision in place.



- The class teacher will ensure that parents understand the programme that is in place and are able to support the objectives at home. This is done through regular meetings which are set appropriately to the child’s needs.
- Miss Squires organises a formal review meeting of a child’s progress on an annual basis. Review meetings are held more frequently if necessary.
- Progress of all children is monitored by the Headteacher. The Headteacher checks that children with SEN or disability are making good progress and that the support in place is appropriate.

How will the curriculum be matched to my child or young person’s needs?

We have an inclusive curriculum in place that enables all children to make progress and fulfil their potential. Groups and resources in class are differentiated in order to support children to succeed. We have Learning Mentors who deliver support programmes to individuals and groups to support the learning process.



What Interventions are carried out at Churwell Primary School?

The school has a range of interventions and staff have had training in order to deliver these effectively.

- Bespoke English and Maths Interventions
- Code X – Reading support
- Nurture Group Support or 1:1 Support
- Sessions with Learning Mentor to develop emotional needs
- Lego therapy
- Forest Schools
- Small group cooking sessions
- Talk Boost
- Sensory Circuits
- Rainbow Lunches



Your child may need to access one or more of these interventions over a variable period of time. Their progress will be monitored and class teachers will share this information with you.

Nurture Support

We have developed a programme of small group, nurture support for children who struggle to access the curriculum and to support children with specific and complex needs. The Forest Schools and Cooking activities are nurturing and are designed to allow children to take part in active learning in small groups. Small development steps and social achievements are celebrated.

As an inclusive school the children in the nurture support also access mainstream education appropriate to their individual needs. This develops their confidence to engage and learn with their peers and provides excellent opportunities to access other areas of the curriculum.

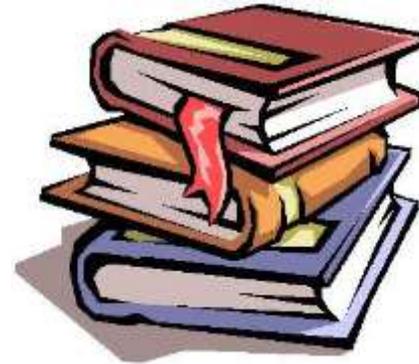
What support will there be for my child or young person's overall well-being and social, emotional and behavioural development?

- We work closely with the Morley Cluster to provide support for children and families, including counselling, well-being therapeutic work and speech therapy support.
- We have a Children's Centre linked to our school.
- We have two learning mentors (Mrs Tindale and Mrs Hutchinson) in school who work with children and families to provide emotional and pastoral support.
- We have an Inclusion Team, Mrs Horsfall and Mr Bibb, who provide support to all SEND children and who provides some specific interventions, for example; social stories, sensory circuits, Rainbow Lunches or support to access, mainstream learning.
- Miss Squires monitors behaviour closely in school and has regular meetings with support staff and teachers to discuss children's social, emotional and mental health.

What policies support my child with SEND?

The following policies are in place and copies are available on the school website;

- Behaviour
- Child Protection
- Anti-Bullying
- Medication in school
- Accessibility



What other agencies can school use to help my child?

For some children school support may not be enough and with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist/Physiotherapist
- School Nursing Team
- STARS
- Special Educational Needs and Inclusion Team
- Cluster
- Area Inclusion Partnership

This graduated support often means that your child makes expected levels of progress. We will then discuss with you whether continue monitoring your child's progress or whether to decide they no longer need additional support at this time.



What training and development is done by staff supporting those with SEND?

Our school has a strong commitment to staff development and training. All our staff receive quality training throughout the year to ensure they meet the needs of SEND pupils. This might be delivered by the SENCO or by other agencies. Training provides staff with the opportunities to develop their skills, knowledge and expertise in specific areas of SEND e.g. speech and language, dyslexia, Autism.

We work within a partnership of ten local Primary schools (Morley Partnership) and often organise shared training events. The SENCOs within the partnership meet to discuss issues and plan shared events.

We identify training that is appropriate to the needs of our children. Staff have had recent training around Positive Handling, Downs Syndrome, Autism, Speech and Language development, Foetal Alcohol Syndrome, and Attachment. Class teachers, teaching assistants and lunchtime supervisors have received level 1 Autism

Awareness training and Mrs Forsyth has attended the level 2 and 3 Autism Education Trust training. The teaching assistants received some bespoke training from Sharon Day about addressing maths misconceptions.

How will I know how well my child or young person is doing and how will you help me support my child's learning?

Our school policy is that teachers will meet with parents at any point during the school year to discuss their child's progress and needs, this is usually by appointment. We also hold two formal parents evenings each year and provide a written report in the summer term. In addition to this, the class teacher will arrange to meet the parents of children with SEN or disability (SEND) to review their programme and plan new objectives. This meeting will often include the SENCO.



The Head teacher provides the governors with an annual report on pupil progress which identifies the progress of children with SEND as a group. The SEND governor meets with the SENCO regularly throughout the year to discuss pupil progress/provision for SEN pupils, and conducts an annual survey with parents to highlight any areas of concern.

How are parents and carers involved in the school?

We are fully committed to working with parents and actively encourage all parents to be involved in school life. This is through attending meetings and training, attending PTA events, volunteering in class etc. Staff try their best to be as accessible for parents but appointments often have to be made to fit in with the routine of the school day.

How accessible is the school?

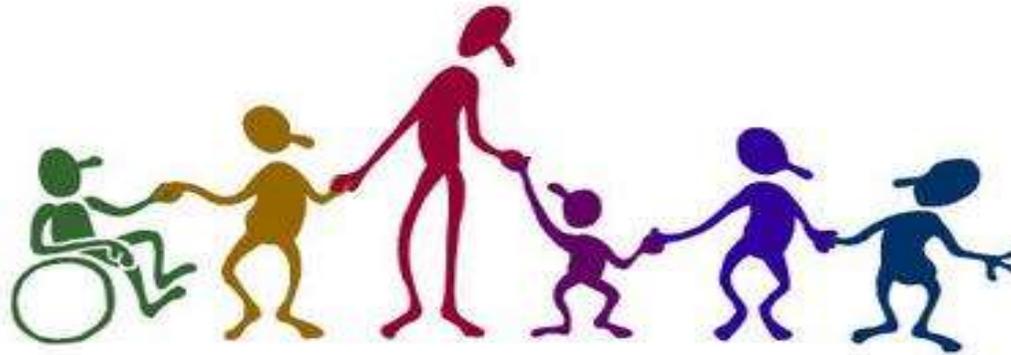
Our building is for all age groups from Nursery to Year 6. This are steps to the Nursery Reception and KS1 areas or a lift is available if required. The rest of the school is on one level and we have toilet facilities with a shower to meet the needs of disabled pupils. We also have disabled parking provision on site.

Our Japa building is accessible via steps or by a path around the building; access to the external path is via a gate further along Westwood side. This building also has toilet facilities and a changing bed for SEND pupils.

We allocate money on an annual basis to purchase equipment that we need to meet the needs of disabled pupils and we also use the local authority services to borrow specific aids that a child may need.

How will my child be included in activities outside the classroom?

All children are given opportunities to participate in clubs, school trips and residential visits. We encourage parents to allow children with SEND to participate to the full and provide all the necessary support to enable this to happen safely. This often means providing an additional member of staff to support the child and this is funded through our SEND and inclusion budget or asking parent/carer to accompany us on the trip.



How will we support your child when moving schools or moving class?

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.

If your child is moving to another school or moving into Year 7:

- We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- High school staff will be invited to attend any meetings from Spring term onwards to be a part reviewing and setting outcomes for your child.

- Where there is an Education, Health and care plan in place, the annual review will take place in the Autumn term.
- We will make sure that all records about your child are passed on quickly to the receiving school.
- Wherever possible we arrange additional transition visits for children with SEND.
- Wherever possible we will arrange further parent's information visits.

When moving classes in school:

- Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- Children will have opportunities to spend 'Transition' days with their new class teacher in their new class during the last half term in Summer.
- The class teachers/teaching support and the child complete a 'transition booklet' with details about the next year group, with photographs to support the child and their family over the summer holiday period.
- Children can have extra time in their new class if required and any new staff spend time with the child, working alongside them in their current class.



How are the school's resources/funding allocated and matched to children's needs?

The school spends the money it receives wisely to ensure everyone can succeed. Any additional funds that the school receives to meet the needs of individual children are used directly to support them with additional staffing or resources.

Where no additional funding is allocated we use the resources available through the school budget to provide support and resources.

Where the needs of the child are such that it becomes too costly to meet them through the normal school budget we work with parents and the local authority to identify and access additional funding streams.

All funding decisions are monitored by the Resources Committee of the school governors.



The school is funded on a notional formula per pupil. Schools are expected to find the first £6,000 from within the school's budget to support children and young people with SEND who are on the School's Inclusion register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the notional budget. The school uses the funds to put appropriate support in place to meet the specific needs of a child.

Who can I contact for further information?

Our school phone number is 0113 2527437 and all staff can be accessed through the main office. Our main staff contacts and email addresses are;

Headteacher	Mrs R Barson	office@churwellprimary.org.uk
Chair of Governors	Mrs S O'Hagan	s.o'hagan-gov@churwellprimary.org.uk
SENCO	Miss H squires	senco@churwellprimary.org.uk

To discuss your child's needs and access further support from local services or within school:

Miss Squires – details as above

Support for children for wellbeing, attendance etc.

Learning Mentor: Mrs J Tindale (EY/KS1) office@churwellprimary.org.uk
Learning Mentor Mrs J Hutchinson

Administration Mrs J Burnill office@churwellprimary.org.uk
Information about school places, admissions and attendance.

SEND Governor Mrs L Coy l.coy-gov@churwellprimary.org.uk

Support for parents to ensure that the school is fully meeting their responsibilities.

Leeds Local Offer <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>