



Anlaby Primary School

SEN Information Report

What is 'Special Educational Needs?'

A child is said to have a special educational need (SEN) if they have a significantly greater difficulty in learning than the majority of children of the same age or a disability which hinders them from making use of educational facilities, which calls for special educational provision to be made for them which is additional to and different from the educational provision made generally for children of their age.

What kinds of special educational needs are provided for at Anlaby Primary School?

Anlaby Primary School is a mainstream school. At Anlaby Primary School, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. We strive to provide the best learning opportunities for all children. Our core values promote an inclusive school community. Admission of children with special educational needs is considered in line with the East Riding of Yorkshire Council Admissions Policy, which relates equally to all children.

Special educational needs and provision can be considered as falling under four broad areas:

1. Cognition and learning
2. Communication and interaction
3. Social, mental and emotional health
4. Sensory and/ or physical disability

We endeavour to ensure that necessary provision is made for any individual who has special educational needs. We make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage compared to their peers. We strive to improve the accessibility of our school and to the school's curriculum.

How does the school identify pupils with special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEN as follows:

"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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if her or she:

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

Where pupils' progress is significantly slower than that of their peers, or fails their previous rate of progress, despite high quality teaching targeted at a specific area of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

What should I do if I think my child may have special educational needs? How should I raise my concerns?

If you think your child may have special educational needs, or if you have concerns about their progress and attainment in school, please talk to us. In the first instance, talk to your child's class teacher. It may be appropriate to meet with the Special Educational Needs Coordinator (SENCo). The SENCo at Anlaby Primary School is Mrs Lucy Rudd. She can be contacted on the school phone number: 01482 562250 or by e mail: anlaby.primary@eastriding.gov.uk.

How does the school make provision for pupils with special educational needs?

a) How does the school evaluate the effectiveness of its provision for SEN pupils?

The School analyses results each term using Cornerstones to identify the progress of all children including vulnerable groups. Those children who are not making expected progress are identified and additional support or differentiated teaching is put in place through a staged intervention strategy. Children who are receiving intervention support are monitored on the school provision map and the effectiveness of the provision is evaluated. Pupil Progress Meetings between the Senior Leadership team and class teachers are held to discuss progress and evaluate the provision provided.

Learning walks, book scrutiny, data scrutiny and pupil interviews all provide evidence for evaluating SEN provision. The SENCo and SEN Governor meet on a regular basis to evaluate the effectiveness of SEN provision at Anlaby Primary School.

b) How does the school assess and review the progress of pupils with special educational needs?

Progress for all children is compared in line with National Averages to ensure that children are making as a minimum, the expected level of progress. SEN children are not treated any differently and high expectations are always set.

Early identification of pupils with SEN is a priority. Once a teacher or parent has concerns then appointments to discuss these are made. Observations and in some cases assessments are undertaken and a plan is put in place to support the child as soon as possible and if appropriate.

Assessment in class is on-going and teachers keep a careful record all children's progress. Cornerstones data is collected and analysed by staff to identify any problems with children's progress.

All SEN children have a Support Plan and this is reviewed each term. Progress and attainment is monitored at these meetings. Pupils are involved in the review of their support plans and the setting of new targets.

Pupils who have an Education, Health and Care Plan also have, in addition, an Annual Review. At this meeting, outside agencies involved with the child will be requested to produce a report about the child's progress and are invited to attend the review. Parents and pupils attend this review and we always encourage their contribution and involvement in these meetings.

c) What is the school's approach to teaching pupils with special educational needs?

The main methods of provision made by the school are:

- a) Full-time education and high quality first teaching in classes, with additional help and support by class teacher/subject teachers and TAs through a differentiated curriculum
- b) Periods of withdrawal to work with a support teacher or therapist / TA or SENCo
- c) In-class support with adult assistance
- d) Support and advice from outside specialists to be used within class or as part of a withdrawal programme
- e) Children identified as being most in need sometimes have one to one support for some or all of their learning. The school works with the Local Authority to provide additional funding for this to happen. Children are encouraged to work independently or in small groups as much as possible
- f) The SENCo provides support and advice key to staff in the most effective ways of providing support.

(d) How does the school adapt the curriculum and learning environment for pupils with special educational needs?

As an Inclusive school, the curriculum is differentiated to enable all learners to learn and make progress. When required, children may be taught in small groups and sometimes one to one. Some children benefit from working in a small classroom for some of their learning. Additionally there are other designated areas around the school.

The opportunity for different learning styles is encouraged and appropriate resources are used as required.

e) What additional support for learning is available to pupils with special educational needs?

Different types of support and interventions are provided for identified children depending on their level of need. Further advice and guidance is obtained from outside agencies including Educational Psychology, Behaviour Support and Sensory, Physical Support Services, Speech and Language Therapy and Dyslexia Specialist Teachers.

f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

All children with SEN are fully involved in all activities outside the classroom.

Risk Assessments are carried out for any off-site activity and the children with SEN identified and the risk evaluated and if necessary, provided for. This can include extra adults on the trip (in some cases the child's parent), appropriate equipment and consultation with parents beforehand.

All children with SEN are fully involved in extra-curricular activities and clubs.

As an Inclusive school this is the norm and is standard practise and expectation.

g) What support is available for improving the emotional and social development of pupils with special educational needs?

We support the emotional and social development of all pupils, including those with SEN. Class teachers have responsibility for the pastoral care of every child in their class. They deliver a programme of social and emotional education through Personal, Social and Health Education (PSHE) and circle time. Restorative Practice is in place across the school to provide a consistent framework for behaviour and discipline.

In the rare situation when children are experiencing behavioural difficulties which may make them vulnerable to exclusion, support and guidance is obtained from the Behaviour Support Team. We have a support frame work to follow provided by the team which will aim to support the child and will be shared with parents.

We have a behaviour and emotional wellbeing support assistant in school who provides regular support to pupils experiencing difficulties with their behaviour or in need of small group or one to one social and emotional support. She can support and advise on a variety of emotional and social problems such as bereavement, friendship issues, self-esteem etc. Following identification, this is through a process of consultation with parents and only for cases which meet the appropriate criteria. In some cases advice and support can be given to parents regarding their child.

Where appropriate, we work with parents to receive support from outside agencies such as Anlaby Children's Centre, Youth Support Service or the Child and Adolescent Mental Health Service (CAMHS).

Where can I see the school's policies relating to special educational needs?

All statutory policies can be viewed on our website: www.anlabyprimaryschool.co.uk. You will find the following documents:

The SEN Policy

The School Local offer

The Looked After Children Policy

The Equal Opportunities Policy

The Accessibility Access Plan

The East Riding Local Offer link

What training and support do staff supporting SEN in school have?

Staff receive regular training both within school and through external courses. Our teaching assistants and teachers receive high quality training in all areas relevant to their role. This includes, but is not limited to, learning difficulties, autistic spectrum disorder, speech and language difficulties, social and emotional difficulties, motor skills and interventions in reading, phonics, writing and maths.

Recent training has included Team Teach training, whole school restorative practice training and Read Write Inc refresher training. Additional training is implemented depending on the needs of the

children in school and staff development.

What specialist services and expertise are accessed at Anlaby Primary School?

Collaboration between education, health and social care services is very important to us. These include, but are not limited to, Educational Psychologists, Speech and Language Therapists, Local Authority Behaviour Support Team, Physiotherapists, Hearing and Visual Impairment Support Teachers and Autism Specialist Teachers. We have also engaged the support of dyslexia specialist teachers through Dyslexia Sparks. We also liaise with GPs, the School Nurse, Pre-School Practitioners, Children's Centre and Youth and Family Support Service. Regular contact with these agencies and the use of appropriate referral documentation held by the SENCo will be used to secure specialist support as and when it is felt appropriate.

How accessible is the school both indoors and outdoors? How are facilities used to support pupils?

- a) Anlaby Primary School meets the Local Education Authority Requirements for accessibility. There are disabled toilet facilities within school and the school has disabled parking bays
- b) Over the last few years the school has gone through a modernisation build and is now 'Disability Friendly' and a 'changing/shower' room is available for those children with this need clearly identified in their Education Health and Care plan
- c) Ramps and wide corridors are other ways in which the physical environment has been made accessible to SEN children
- d) We now have a Counselling Room with a comfy settee and bean bags where children can have a quiet time with a member of staff. This room is also used by our ELSA- Emotional Literacy Support Assistant- for counselling and support with those children identified for this
- e) There are a variety of clubs available for all children to attend. Reasonable adjustments are made to make sure SEN children can access them
- f) Around the school there are work areas for children to work close by their classrooms if the need for this environment is required
- g) With financial support from the 'Friends of Anlaby Primary School', a tranquil and pleasant garden area has been developed
- h) Various resources such as appropriate pencils, coloured over-lays and paper and sloping writing supports are standard in all classrooms
- i) As outlined above the School always works closely with different types of agencies to secure any additional equipment and facilities which will benefit SEN children
- j) We are always open to suggestions from parents about equipment and facilities which may be of benefit to their child.

How are parents involved in the education of their child?

- a) The school operates an 'open door' policy for parents to make appointments to speak with class teachers as soon as possible
- b) Pupils have home/ school log books which are an important link between parents and teachers/TAs
- c) Appointments can be made with the SENCo by calling the school office
- d) We offer telephone calls if parents are unable to attend meetings in school
- e) Parent consultations are held three times a year. During parent consultation meetings, Termly Support Plans for SEN pupils are shared. Mrs Rudd is available during parents evening to meet with parents of SEN pupils or parents who may have concerns about their children
- f) New parents are invited to visit the school and meet with the class teacher before their child starts school
- g) New parents with children who have additional needs are invited to meet with the SENCo to discuss their child's needs.

How will my child be able to contribute their views?

We believe that children have a right to be involved in making decisions and express an opinion in matters relating to themselves.

Children's views are central to the target setting process for the SEN pupils. Pupils review their Termly Support Plans with their class teacher or teaching assistant and evaluate their progress. Targets are adjusted when needed and are reviewed on a termly basis. The Termly Support Plans are written in a child-friendly format that is easy for the children to read and understand.

Children are encouraged to be part of their Education, Health and Care Plan reviews. We gather the children's views so that they are able to contribute to the meeting and try to create an informal environment during the meetings.

How will the school prepare and support my child to join school, transfer to the next school setting or the next stage of education?

- a) There is a vigorous programme of activities and invitations to all our new children joining us in our Foundation Stage which start at least a year before their starting date
- b) Meetings between staff and the SENCo are encouraged
- c) Meetings take place between the Pre School, Foundation staff and SENCo to discuss pupils prior to starting Anlaby Primary School
- d) Whenever possible the SENCo will attend any appropriate meetings with parents of new children, particularly those with an EHC plan
- e) Parents will be invited to meet with the SENCo to discuss an integration plan for September for any children this would be appropriate for. This can be a phased plan carefully scheduled and reviewed on a weekly basis to meet the child's needs
- f) Once part of the school, children with SEN have a confidential folder containing appropriate information about their needs which is available for all staff and passed up through year groups
- g) Termly Support Plans are available which highlight additional support. All class teachers and TAs have copies. These are updated termly
- h) At the beginning of every school year there are transition meetings between the SENCo and every year group regarding their new SEN children
- i) Class teachers and TAs pass on information about SEN children to the new class teacher in September
- j) A SEN register which is updated every term is available on the server to inform staff of changes
- k) All children will visit and spend time with their new teacher before the end of term in the summer
- l) In some cases we make 'transition' booklets for children to have at home over the six weeks holidays to look at. These booklets contain photos of new staff and classroom areas and have proved very successful
- m) There is a well organised programme of transition arrangements for Key Stage 3 to a new school. There are visits to the school from secondary teachers and SEN children have extra visits arranged in small groups or on a one to one depending on need.
- n) The SENCo and Y6 staff send on all relevant information to the secondary school and also meet with the school SENCo and Y7 teachers, if appropriate, to pass on information.

What steps should I take if I have a concern about the school's special educational needs provision?

- We endeavour to discuss any concerns with parents through contact with the class teachers, in the first instance, then the SENCo and, finally, the Head teacher.
- If the matter could not be resolved, the Governing Body has a complaints link on the letter head of the school paper work.

How are governors involved and what are their responsibilities?

Mr Ken Bateman is the named governor with responsibility for SEN at Anlaby Primary School. He meets with the SENCo on a regular basis and receives a termly report from the SENCo. The governors agree priorities for spending within the SEN budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.

During all discussions with the SEN governor, the SENCo will not refer to individual children by name and confidentiality is maintained at all times.

Where can I get information on what provision is made through the local authority? Where can I see the East Riding local offer? Where can I get support?

- The Local Authority Education Department – SEN section (01482 887700) is available for any parent to contact with queries regarding their child's Special Educational Need or disability.
- The Local Authority's Local Offer is available on the East Riding Website, this details the services provided by the East Riding of Yorkshire.
- If a parent has anything they wish to discuss regarding their child, they should speak to their child's class teacher in the first instance.
- If they have continuing concerns they should contact the SEN Coordinator at the school.
- Independent support and advice contact –
The Families' Information Service Hub (FISH)
Telephone: (01482) 396469
Email: fish@eastriding.gov.uk
- The Local Authority Offer is available on the East Riding website:
www.eastridinglocaloffer.org.uk

