

HEATH FIELDS PRIMARY SCHOOL SEND INFORMATION REPORT

2015/2016

Part of the Derbyshire Local Offer for Pupils with Special Educational Needs and Disabilities

New government legislation requires us to publish a new report called the SEN Information Report (clause 65 of the SEN Code of Practice 2014). An initial version has been drafted and will be amended as further guidance is received from the Local Authority. The Schools Special Educational Needs Policy and Inclusion Policy can be viewed via the Heath Fields website under parent's information then policies.

Our school and SEND provision

Heath Fields Primary school is a just below average size mainstream Primary School. The majority of children come from the village of Hatton.

At Heath Fields Primary School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.

The Special Educational Needs Co-ordinator

Mrs A Wynne is our Special Educational Needs Co-ordinator (SENDCo).

Mrs A Wynne can be contacted on

01283 813255

a.woodruff@heathfields.derbyshire.sch.uk

Identification and assessment of pupils with Special Educational Needs and Disabilities

25 children on roll are on the SEND register.
(EHC 3 children) (Statements 1 child)

Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways.

The use of school's data tracking identifies pupils who are not making expected progress or are not on track to achieve their end of year target.

Concerns voiced by parent / member of staff external professional.

Pupils may come to us with outside agencies already involved.

Heath Fields Primary School has excellent links with outside agencies including but not limited to Paediatricians, Educational Psychology, Behaviour Support, Physiotherapy, Occupational Therapy, Speech Therapy, Autism Outreach Support Service for Special Educational Needs and Support Service for children with physical, visual and sensory impairments.

The SENDCo makes referrals to these outside agencies as needed.

Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and intervention monitoring.

Children tracking below expected levels or making less than expected progress are identified and intervention put in place.

Currently, the majority pupils with SEND are making expected progress in all areas and in some cases better than expected progress. Most pupils with SEND achieved their end of year targets in the year 2015-2016 academic year

Provision for pupils with Special Educational Needs and Disabilities

The effectiveness of provision for pupils with SEND

Heath Fields Primary School has a robust system of reviewing provision each term using the Ofsted framework for self-evaluation. This includes scrutiny of-

1. Leadership and Management
2. Behaviour and safety
3. Teaching and Learning
4. Achievement
5. Effectiveness of Early Years provision

Governors are involved in this process and receive regular reports. The SEND governor is Ms. S Springall.

All pupils who access an intervention are tracked closely using the school's tracking system (Edukey). The increase in attainment is analysed to ascertain whether the progress made on these intervention programmes is below expected, expected or better than expected.

The approach to teaching pupils with Special Educational Needs and Disabilities

All pupils on the SEND register have an Individual Learning Plan (ILP) which details their next steps and strategies to address these next steps.

All pupils with SEND receive quality first teaching (carefully differentiated work within the classroom). Carefully matched interventions may also enhance this teaching. Pupils may be taught as part of a class, in a small group or individually depending on the activity. The majority of our pupils, having an ILP for communication and language (SaLT), receive at least one session per week to work on their targets 1:1 outside of the classroom.

School staff may also be supported by outside agencies regarding strategies best matched to teach specific pupils.

Some pupils with a statement of special educational needs or an Education and Health care plan are also supported by a SSEN (Support Service Special Educational Needs) teacher on a 1:1 basis.

Arrangements for assessing and reviewing the progress of pupils with SEND

Teachers assess pupils continuously through teacher assessment, using Classtrack and through formal assessments. We use Pira and Puma tests to monitor reading and math's ages, alongside teacher assessment. We use Speech Link as directed by SaLT to assess any speech concerns as early as possible. Pupil Progress Review meetings look in detail at the progress made in all areas by pupils with and without SEND.

Parents are involved in the review process at least 3 times a year at ILP review meetings and also have the opportunity to discuss progress at parents' evening. Children with an EHC will also have an annual review, in the form of a child centered review.

At ILP meetings a number of targets are set and ways parents can help at home are discussed. Previous targets are reviewed using a scale of -2 to +2 with 0 being expected progress. If no or little progress is made then alternative interventions will be sought.

At the end of each academic year a written report is sent to parents detailing progress.

The SENDCo and class teacher are available for appointments to discuss progress at any other time during the year.

Adaptation of the curriculum

The curriculum has been reviewed in line with the new regulations.

Our curriculum is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.

We aim to provide a high quality learning environment for all pupils including those with Special Educational Needs and Disabilities

The school aims to provide work that is matched and therefore accessible to the broad range of pupils we teach.

The in class support provided by teaching assistants, SSEN and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.

Differentiation will be provided in a range of ways, depending upon which is most appropriate, and will include but is not limited to; differentiation by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources or by outcome.

The buildings, access and facilities are of a very high standard. The Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access . This is in line with paragraph 3 of schedule 10 of the Equality Act 2010.

Additional support for learning

The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with a statement or EHCP and pupils without. The allocation is made following needs analysis discussions and work between the senior management team and the governors. The funding is used to purchase classroom support and resources. The school will request an Education, Health and Care Plan from the local authority when, despite an individualised programme of sustained intervention SEN support the pupil remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency.

An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.

Activities available to pupils with Special Educational Needs and Disabilities

All extra-curricular activities are available to all children and will be suitably differentiated and supported to ensure access for all.

All educational visits (including residential trips) are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. The SENDCo works closely with parents before trips to discuss specific needs of each pupil with SEND.

No pupil is removed from activities at Heath Fields Primary School unless a request is made from parents or carers and, even then, we would seek to adjust the activity or level of support so that the pupils could access it.

Support available

We have a robust safeguarding policy and protocol in place. Pupil's health and well-being is paramount as is the emotional and social development of pupils with SEND. Pupils have access to Positive Play via a referral system. The focus of some of these activities are to improve self-esteem. These are also carried out on a 1:1 or group basis, depending on desired outcomes.

The expertise and training of staff in relation to pupils with SEND

Mrs A Wynne has been SENDCO at Heath Fields Primary School for two years. She regularly attends training, cluster meetings and briefings related to Special Educational Needs and is currently studying for the National SENDCo Award 2016/17 through Northampton University.

The SENDCo supports class teachers in planning for pupils with SEND.

All of the teachers at Heath Fields Primary School are qualified and a number of them have received specialist further professional development in a number of areas.

The school provides training and support to enable all staff to improve teaching and learning of pupils, including those with Special Educational Needs and Disabilities.

Our Teaching assistants also have a range of expertise in a variety of specialised areas.

The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils.

Accessibility for pupils with SEND

Heath Fields Primary School is a single storey building which is completely accessible to all.

There is one disabled toilet in the building.

The equipment used in school is accessible to all pupils regardless of need.

For further details please see the Accessibility Plan.

Consulting and involving parents

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and supported during assessment and any related decision making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education meetings at least termly in the form of IEP meetings and parent consultations
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Direct contact with the SENDCo via phone or email
- Providing all information in an accessible way

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services and any other support services they could access. (See link on school website to the Umbrella website)

Consulting with pupils about their Special Educational Needs and Disabilities

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to contribute or participate in:

- IEP reviews and setting IEP targets
- Regular meetings with named adults
- Working with adults in small groups and one –to- one sessions
- Annual reviews

Concerns about the provision for pupils with SEND

In the first instance we encourage parents to contact their child's class teacher.

If concerns remain we ask parents to contact the SENDCo and Headteacher.

In the unlikely event that a concern is not resolved parents are asked to contact the Chair of Governors.

Outside agencies involved with pupils with SEND

At Heath Fields Primary School we may receive support from

- Educational Psychology
- Behaviour Support Services

- Support Service for visual, physical and hearing impairments
- Support Service for Special Educational Needs
- Autism Outreach
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Community Paediatrics
- Clinical Paediatrics
- Child and Adolescent Mental Health Services

Arrangements for supporting pupils with SEND in transferring between phases of education

We recognise that transition can be difficult for a child with SEND.

If a child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place. We will make sure all records are passed on. We will support children during visits to their new school wherever possible.

When moving classes in school, information will be passed onto the new class teacher in advance. SEND children may have more opportunities to visit their new classroom to ensure a smooth transition before the start of the new school year.

We ensure a smooth transition for EYFS children transferring to Heath Fields Primary school. Our school SENDCo meets with Nurseries and any Early Years SENDCos to gather any information to support this.

Support for parents of pupils with Special Educational Needs and Disabilities

A child's class teacher and the SENDCo are always available to discuss specific needs and progress.

All outside agencies will contact parents to keep them informed of their involvement.

Derbyshire Parent Partnership can be contacted on

Telephone - 01629 533660

Fax – 01246 273155

Email – parent.partnership@derbyshire.gov.uk

Derby & Derbyshire Parent Partnership c/o Chesterfield Register Office New Beetwell Street
Chesterfield Derbyshire S40 1QJ

Derbyshire's Local Offer

This outlines the services and support available to pupils with SEND in Derbyshire schools and can be viewed at:

http://www.derbyshire.gov.uk/education/schools/special_educational_needs/support_aspiration/local_offer/default.asp

The progress of SEND children at HFPS

In the 2015-16 academic year there were 25 children on the SEND register.

Year 6

3 out of 38 children were on the SEND register. 1 had an EHC 2 were SEND support. Data is recorded by progress measure score

| Reading | Progress measure score |
|----------------|------------------------|
| EHC | -2.76 |
| 2 SEND Support | -2.07 |
| Non SEND | -0.81 |
| Overall | -0.93 |

No National comparison with SEN

| Writing | Progress measure score |
|----------------|------------------------|
| EHC | -13.14 |
| 2 SEND Support | -7.82 |
| Non SEND | -0.16 |
| Overall | -0.91 |

| Maths-out of 37 children as one was dis-applied. | Progress measure score |
|---|------------------------|
| EHC | 2.89 |
| 1 SEND Support | 2.67 |
| Non SEND | -2.60 |
| The SEND children did better than non-SEND children in maths. | |

SPAG

No EHC children made the expected standard. One of the two SEND support children met the expected standard in SPAG.

Achieving the ARE in R,W,M combined

None of the SEND children achieved this (0%), compared to 49% non-SEND and 45% overall.

Key Stage 1 attainment

1 child on the SENDS register. No EHC's

| | |
|----------------|----------------------------|
| Reading | Made the expected standard |
| 1 SEND Support | 0% |
| Non SEND | 78% |

| | |
|----------------|----------------------------|
| Writing | Made the expected standard |
| 1 SEND Support | 0% |
| Non SEND | 70% |

| | |
|----------------|----------------------------|
| Maths | Made the expected standard |
| 1 SEND Support | 100% |
| Non SEND | 74% |

Phonics testing

Y2 Phonics retake-

1x SEND retake=100%

Y1 Phonics

4 children with SEND support. No EHC's.

Out of 4 children with SEND-75% (3/4 children passed)

Compared to 25 non SEND 96%

Overall 93%

EYFS Data

4 children with SEND. 1 of which has an EHC and 1:1 support. Below shows the number of children with SEND that achieved expected progress. By this, they achieved the Early Learning Goals.

| | Reading | Writing | Maths-numbers | Maths SSM |
|----------|------------|------------|---------------|------------|
| Emerging | 3 children | 4 children | 2 children | 2 children |
| Expected | 1 child | 0 children | 2 children | 2 children |