

Methley Primary School SEN information report 2016

At Methley Primary School our mission statement is “Education and Beyond – No Fear!” We are committed to providing a safe and happy environment for everyone in our school community.

What kinds of special education needs is provision made for at our school?

Our aim is to have all our learning owned and run by our learners - our pupils and our staff. We are a school that is learning its way forward. We see the opportunities and problem solve for the best solutions and strive towards being the best. We know to learn you have to feel happy, to laugh and to have fun! We want every child to grow in confidence and have the skills of thinking and learning which will equip them for life. To this end we will provide a varied and exciting curriculum where all children CAN! The curriculum throughout school is organised to ensure all children achieve great things and understand that there are many different ways to be “smart”.

These are some of the special educational needs that additional to/different provision is being made for;

Cognition and Learning; moderate and specific learning difficulties, dyslexia, dyspraxia.

Communication and interaction; Autistic spectrum disorder, speech and language difficulties

Social, emotional and mental health; attention deficit hyperactivity disorder

Sensory, physical and medical; Hearing impairments, epilepsy

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

Any initial concerns about your child’s learning and development can be discussed with their Key Worker and/or a member of the Special Needs Co-ordination (SENCO) Team. We currently have 2 members of staff with responsibility for SEN across school: Miss Tuttle (Years Years 2-6) and Mrs Reynard (Foundation Stage and Year 1).

A meeting can be set up at a time to suit yourselves, but generally before or after school hours is most convenient.

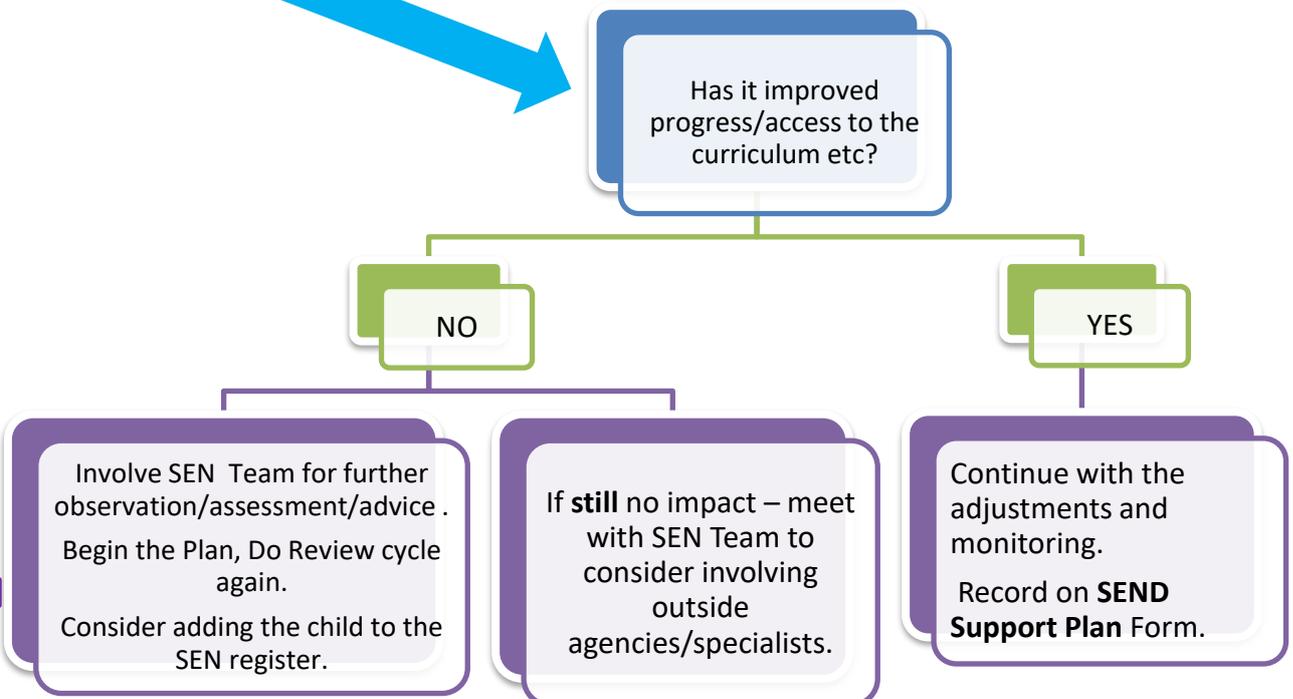
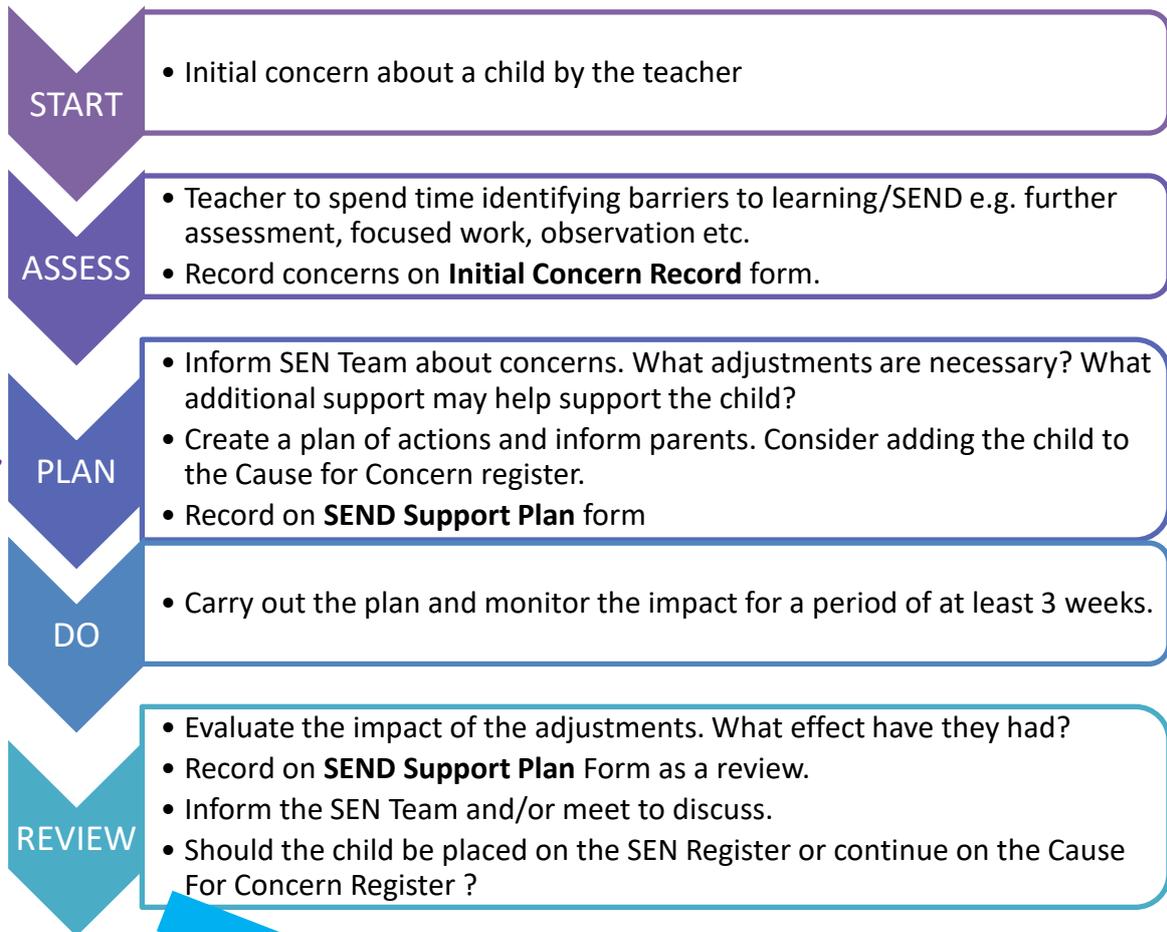
Following initial discussions we may feel it is important to gather some more information about the concerns raised and evaluate how we can support your child. This may be through observations of your child in class or by carrying out some focus work/assessment individually or as part of a group.

If we feel we need some further support and advice we can contact the Complex Needs Service or other health services such as Speech and Language Therapy in Leeds.

What are School’s policies with regard to identification and assessment of children with Special Educational needs?

The purpose of identification is to work out what action we at Methley need to take; not to fit a pupil into a category. As a school we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Graduated Response to support children with SEND



There are clear, well communicated criteria for putting special educational provision in place and removing a child from this graduated response. At Methley, we focus on early identification of a child's needs, where these needs are additional to and different from the normal differentiated learning curriculum provision.

- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. They will also be added onto the Cause For Concern register.
- Pupils who are identified as having SEND and are receiving support that is “additional to or otherwise different from the educational provision made generally for children of their age” is recorded on the school SEND Register.
- Additional Support Plans will be used to plan programmes and monitor and review progress for those on the SEN Register in line with the guidance in the SEN Code Of Practice (CoP), 2014.
- Support Plan targets will be based on needs identified in previous assessments and have realistic expectations to ensure success and motivation. Targets to support learning will be linked to early learning goals or the early years developmental journal and national curriculum stages of attainment via the use of the Rising Stars Progression Framework and P Levels as appropriate.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. These take place termly between the Senior Leadership Team and Class Teacher, and the child may be discussed at a subsequent Intervention Team meeting.
- Whilst providing SEND Support, if progress/access to the curriculum has not been improved despite making efforts to do so, further guidance and support could be sought from outside specialists e.g. speech therapists, educational psychologists, social worker, health etc., in consultation with parents.

How does school monitor the effectiveness of the SEND provision?

Support plans are put in place for children that are on the SEND register. These outline SMART targets for staff to focus on. Teaching strategies to meet these targets are also recorded. After each half term (or before if required) the support plans are evaluated to measure that progress that has been made and adjustments to targets and teaching strategies are made.

How does school assess and review the progress made by children with SEND?

All staff across school monitor the progress of all children including those with SEND and have high expectations for “closing the gap” with their peers. Our SENCO Team are kept up to date with this information on a termly basis and can see that the provisions in place are making a difference. We can then offer advice and support to change provisions where necessary to ensure they suit the child's needs.

Progress of children with SEND is tracked using the Rising Stars National Curriculum stages, P levels or against person centred planning goals. These are discussed at pupil progress meetings each term.

Pupils with Speech and Language difficulties are monitored by the Speech and language therapist.

Annual reviews are held for those children who have a statement or an EHC plan.

Meetings are held when necessary between school staff members and parents to discuss progress.

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

Across school we have a system of Key Workers and Teachers in each year group. Your child's Key Worker, in liaison with the SENCO team, will put together an appropriate plan of provisions to support your child's learning and development.

This will involve working with Teachers in your child's year group and could also involve focus work with a Teaching Assistant, our Learning Mentor, Volunteer readers. We also have a Speech and Language Therapist working in school half a day per week and a teaching assistant who works with children on their speech and language difficulties across school throughout the week.

Your child's Key Worker will keep you up to date with any information about the support provided.

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

At Methley Primary School, we are proud that all our lessons are organised to make sure the best learning takes place for all children. Children work collaboratively in mixed ability groups with staff having guided groups in order to focus in on specific learning targets. Our children are owners of their own learning, being aware of what their learning target is and how they can achieve it. They can then make continual assessments of how well they are doing and what they need to do next to improve. We have worked hard to encourage the children to have a growth mindset about learning – knowing that they can achieve anything they want to as long as they work hard and challenge themselves.

Within this learning culture, staff know their children very well and can ensure activities are appropriate and supported with additional resources where necessary. Through ongoing training and working with specialist outside agencies, staff are aware of a range of strategies that can be helpful to make sure all children can get the most out of each lesson.

Where necessary, small group work with a teacher or teaching assistant is part of ensuring your child's specific learning needs are being met.

How accessible is the school?

Our school building provides excellent facilities for children with additional needs. The school building is fully accessible to wheelchair users via a lift. There are disabled toilet facilities on both floors including a care suite with accessible shower.. In addition, we have designated areas for mentoring and small group work including an Intensive Interaction room. We also have use of a hearing loop and all door signage is written in braille.

If your child requires specialist equipment in school this can be purchased using the funding allocated to support SEND.

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

As well as our usual Parent-Teacher Meetings throughout the year, you can speak to your child's Key Worker at the end of the school day when they bring the classes out to go home. Alternatively, longer meetings can be arranged at a suitable time throughout the year to keep everyone up to date with what is happening. Some parents have preferred to arrange termly review meetings involving all staff working with their child. At these meetings, everyone can hear about how well the child is

doing and what plans we can put in place for the following term. We are flexible with how regular these meetings are depending on the needs of the child.

The child's next steps and how these will be supported are agreed at these meetings so that everyone can help to make decisions about them.

In addition, we have used a Home-School Communication Book system for some children who have communication difficulties that mean they cannot tell their parents about what they have been doing at school.

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

Our Key Worker system across school means that pastoral support is provided small groups. Additionally, we have a Learning Mentor, Mrs Brown, who can work with individual children or small groups to overcome any barriers to learning that are connected to the child's emotional health and wellbeing.

We are able to access support from the Brigshaw Trust Guidance and Support team including family support workers and councillors who specialise in working with children. Mrs Brown is trained in the CAF process and school ensure members of staff attend meetings and liaise with professionals involved. All our staff are trained in Child protection procedures and we also have three members of staff who are specially designated to ensure the Safeguarding of all children.

In addition to this provision in school, we can use a Kidscope service which is a meeting with our Educational Psychologist for parents to be able to talk through any concerns and try to come up with some solutions.

Staff receive regular training on the management of children with Diabetes and those with allergies who may require an Epi-Pen.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

Universal services (available to all)

School Nurse

All staff are trained in ensuring that learning experiences are appropriate for children with a range of special needs, including making lessons Dyslexia Friendly and adapted to the needs of children on the Autistic Spectrum.

Targeted Services (for those who need additional support)

Staff trained in the use of Makaton signing, working with children on the Autistic Spectrum, use of PECs, use of assistive communication technologies e.g. i-pad, supertalker.

We have a specialist teaching assistant with responsibility for working with children with Speech and Language Needs as well as a Speech and Language Therapist working in school half a day per week.

Specialist Services (for those with complex needs)

We work closely with the STARs service in Leeds for children who are on the Autistic Spectrum.

The school is always open to liaising with specialist outside agencies.

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

We have regular whole school training delivered on supporting children with Autistic Spectrum Disorder and Dyslexia. As well as training for staff in using multi-sensory resources such as Numicon.

In addition some staff receive targeted training to help support children with more specific needs including Diabetes, Makaton, PECs etc.

If a child has a medical need then a Health Care Plan is written with the professional involved and staff have training in order to support the child e.g. epipen training and epilepsy.

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

At Methley Primary our aim is to ensure all children with SEND are able to access all activities and school trips enjoyed by their peers. Parent/carers may be involved in planning of activities to ensure safety and inclusion. Risk assessment are carried out and procedures put in place to enable children to participate whenever possible. Children with additional needs are encouraged and welcome to join in with our extra-curricular activities.

How will the school help children and young people transfer to the next phase of education?

Transition from Nursery to Reception works seamlessly at Methley Primary School as our Early Years operates as one Foundation Stage Unit with children in Nursery (F1) and Reception (F2) working together throughout the day. Therefore moving into F2 should be no problem.

Transition from year to year is supported by transition meetings with existing and new teaching staff as well as any other professionals as appropriate. Extensive records are kept about the children's needs and achievements and we make sure these are handed over to any new staff involved. When needed, extra visits can be made to the new classroom and to see new staff throughout the Summer Term to ensure children with SEND are confident and assured about the changes ahead.

Arrangements for a smooth transition to High School for children with SEND can start as early as Year 5. We involve the High School SENCOs as soon as possible and make sure important information about your child's Special needs is shared. This can sometimes be part of the end of Year 5 review meeting with staff from both schools meeting together to discuss how best to organise the transition. Throughout Year 6 there can be opportunities for extra visits to the High School to see the facilities and talk to key staff who will be involved in supporting your child. Visits can also take place during the school day with Methley staff. Many High schools offer some Nurture Group support or alternative curriculum support once in Year 7 for vulnerable pupils, we can organise this as appropriate.

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

Supporting children across school is based on the varying needs of individuals. Decisions about which year groups teaching staff and support staff work in is based on where there are specific needs of children. A very small number of children with the highest needs will be given 1:1 support but generally any support is provided through inclusive Quality First Teaching with additional small group or individual support planned in to the timetable as needed. This support may be delivered by a teacher or a teaching assistant, but is always planned and managed by a teacher.

School has an identified budget for SEND. The school is funded on a national formula per pupil. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's SEND register. Decisions about the spending of the notional SEN budget are made in consultation with the governing body and reflect a priority of need. For children identified with a high level of need, further applications for Top Up funding (FFI) based on strict criteria are completed by the SENCO if it is felt that a child's needs are above that which can be provided through the £6,000 block.

SEN funding can also be spent on the purchase of specialist equipment or resources that will support your child's progress.

How are parents and carers involved in the school?

In Early Years we have a parent reading group that supports the development of early reading. Across the school we welcome volunteer readers. We also have an active PTA and warmly welcome any new members. We regularly invite parents and carers to assemblies and performances.

What are the school's admission arrangements for children with SEND?

Methley Primary School adheres to the Leeds City Council Admissions Policy (for full version please see the link on our website)

With reference to children with SEND it states that...

The admissions policy for Leeds community and voluntary-controlled schools for entry in September 2016

Our Chief Executive makes all offers of a school place for Reception and Year 7 places on behalf of Leeds City Council, which is the admissions authority. Headteachers or school-based staff are not authorised to offer a child a place for these year groups. The authority to convey the offer of a place has been delegated to schools for places in other year groups.

Children with an education, health and care plan will be admitted to the school named on their plan. We will offer places to children in the following order of priority.

Priority 1

- a) Children in public care or fostered under an arrangement made by the local authority. (see note 2)
- b) Pupils without an EHC plan but who have Special Educational Needs, or with exceptional medical or mobility needs, that can only be met at a specific school.

Leeds City Council promotes inclusion in local schools and it is an expectation in Leeds that all mainstream schools are able to provide for the majority of children with learning and medical disabilities. It is also an expectation that all Leeds schools provide an inclusive and nurturing environment that can meet the needs of those vulnerable children who have social and emotional needs. Children with exceptional needs who require additional support above that expected of a mainstream school will usually have an EHC plan. In some instances there are some children with a

particular need such as a significant physical disability or complex sensory impairment who require the expertise only found in a particular school. e.g. blind children who need to access Braille. It is these instances where priority for admission may need to be considered.

Applications in this category must be supported by a SEN SIF, available from the Admissions Team, which must include a statement in writing from a paediatrician/doctor or other relevant professional who can evidence why a particular provision is needed over another. The supporting statement must also evidence why the school of choice is the only school that can meet the particular need in question. This is necessary as the LA will be assessing if your child has a stronger case than other children. Cases will be considered individually by the LA in consultation with the school preferred. Advice and support can be sought from the Leeds SEND Information Advice and Support Service on 0113 395 1222.

Who can I contact for further information?

If you are considering applying for a place at Methley Primary please contact Mrs Pashley (Acting Headteacher) or Miss Tuttle (SENCo) who will be happy to show you around.

To discuss your child's special needs and provision please contact Miss Tuttle (Senco)