



Carden Primary School

SEND Information Report 2016 – 2017

Carden Primary School is a highly inclusive school where every child matters. Children at Carden Primary School enjoy a rich, diverse and stimulating curriculum, high quality teaching and excellent support for their individual needs. We value the contribution that all children make and aim to support and inspire them all to learn and develop socially to the very best of their abilities. We encourage our children to develop as caring and responsible citizens, with a sense of belonging to our school community. We make excellent provision for pupils' individual needs and recognise their talents and abilities. The Speech & Language Centre which provides for children from across Brighton and Hove is a key part of our school. Skills and resources are shared between Centre and mainstream staff to support SEND pupils throughout the school and improve staff development and training at all levels.

1. What kinds of special educational needs provision is made at our school?

Additional and/or different provision is currently being made in school for children with a range of needs, including:

Cognition and Learning – mild and moderate learning difficulties; specific learning difficulties for example dyslexia and difficulties with maths; global developmental delay.

Communication and Interaction – speech and language difficulties, including social communication difficulties and processing difficulties.

Social, Emotional and Mental Health – attention deficit hyperactivity disorder, anxiety, attachment and social interaction difficulties.

Sensory, Medical and Physical – visual and hearing impairment, physical needs e.g. cerebral palsy, specific medical and genetic conditions.

Responsibility for the support to a child with SEND lies with the class teacher, supported by the Special Educational Needs Coordinator (SENCO). Each class teacher or year group works alongside a class teaching assistant (TA) who supports all children in lessons, including, but not exclusively, those with identified SEND. The class teacher will implement strategies to support the needs of the children in their

class through high quality teaching. A small number of children may need additional support in order to help them to access their learning and the strategies will be tailor-made for each child's needs. For example a child who has difficulties with reading may get daily reading with the TA, opportunities to practice their phonics and written instructions for tasks with added pictures (communicate in print). A number of children will also be given withdrawal interventions and the school run a range of these through highly trained TAs. These interventions include School Start and Talk Boost speech and language programmes, Fisher Family Trust reading programme and First class at Number 2 maths programmes.

We also have 3 full time Learning Mentors and 1 part time Learning Mentor who support children with social, emotional and mental health needs in order to help them to be emotionally and behaviourally ready to access their learning. These learning mentors support the school's breakfast club and run a Lunchtime Club for children who need a smaller environment and support with play and social skills at lunchtime. During 2016 – 2017 two of our learning mentors ran our Nurture class 'Star Class'. This provided an intensive 4 mornings a week intervention designed to support children with very specific and high level social and emotional needs.

The school also work with external professionals / agencies in order to gain support and strategies from professional colleagues. Many of these professionals now work as part of the Brighton and Hove Inclusion Support Service. These include specialist teachers in Speech and Language, Literacy, Sensory Needs and Autism Spectrum Condition as well as Educational Psychologists, Behaviour specialists and Primary Mental Health Workers. The school also work with health professionals such as Health visitors, School Nurses, Speech and Language Therapists, Physiotherapists, Occupational Therapists and many more.

Decisions over what a child may need will be made in the termly pupil progress reviews, half termly Achievement Teams as well as through discussion with the SENCO.

2. What are the school's policies with regard to the identification and assessment of children with SEND?

Teachers form positive relationships with children and their families and this means concerns will be raised by teachers, teaching assistants (TAs), other professionals as well as parents/carers themselves. We have formal and informal ways of communicating with parents/carers and these are all opportunities for passing on concerns. Formally we have parents/carers' consultation evenings twice a year and a report at the end of the school year. We also have an open-door policy and parents/carers know they can make appointments with class teachers, the SENCO and the Head/Deputy at any time.

The school hold Pupil Progress Reviews where teachers, the SENCO, Deputy and Head teacher use teacher assessment data to track children's progress and discuss any concerns that there may be about a child's progression. Decisions can then be made on how best to support that child including teacher strategies and possible additional interventions. These decisions are recorded on an Action Plan with progress being reviewed at the next meeting. The meetings are held at least termly.

The school also holds Achievement Teams where teachers across a Phase (EYFS/ Key Stage 1 / Key Stage 2) meet to discuss children who are not making expected progress. At these meetings other teachers suggest strategies and resources that may be used to support particular pupils. These strategies or resources are reviewed at the next Achievement team and the impact on the child's progress is discussed and next steps are identified. The discussions in these meetings are also monitored by members of the School and Families (SAFs) team in case further support regarding a child's social, emotional and mental health needs or special educational needs is required.

Our school's Assessment policy outlines the range of assessments regularly used through the school. Additional and different assessment tools are also used when children are making less-than-expected progress. Less-than-expected progress is characterised by progress which is:

- significantly slower than that of their peers 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 peers
- widens the attainment gap

Progress in areas other than attainment is also considered, e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing a concern, underlying difficulties are always considered. Where there are no obvious causes, the class teacher contacts parents to gather any relevant information which might explain the behaviour. The class teacher, in consultation with the SENCO and Deputy Head teacher, will gather information to establish whether there are any patterns of behaviour both in the playground and in class. Once information has been gathered, (and in the light of other/ environmental factors) intervention will be put in place. This intervention may be a reward system, learning mentor support, social story, counselling or a referral to another agency for further advice and support.

Parents /carers are always informed by the class teacher if they think their child has an additional need. Parents/carers and children (appropriate to their age and capability) are also involved in strategies to meet that need.

A range of specific, more specialised assessments or tests may be used to assist in the identification of an individual child's needs in order to plan targeted programmes as well as to use as a benchmark for measuring the impact of subsequent interventions. We may use some of the following:

- York Assessment of Reading for Comprehension (YARC)
- Helen Arkell Spelling Test (HAST)
- Sandwell Early Numeracy Test
- Phonics assessments
- Observation schedules for behaviour, concentration and attention
- Screening tools for ASC and speech and language difficulties
- Strength and Difficulty questionnaires
- Boxall profile

The school's Speech and Language Therapist (SLT), Educational Psychologist (EP) and Specialist Literacy Teacher also use a range of specialist assessment tools when working with children. When requested, the school completes screening questionnaires for Seaside View Child Development Centre and Community and Adolescent Mental Health Service (CAMHs). These are usually completed by the class teacher and SENCO.

The majority of our interventions such as School Start, Talk Boost, Fischer Family Trust Reading and Writing Intervention, Narrative, 1stClass@Number, and Memory Magic have pre- and post-assessments so that impact can be measured before provision is reviewed in the next planning cycle.

3. What are the school's policies for making provision for children with SEND whether or not they have an Education, Health and Care Plan (EHCP)?

A Graduated Approach to Supporting SEN:

Quality First Teaching

a) Every term the school hold pupil progress reviews for each class and monitor the progress of each child. Any child falling below nationally expected levels and/or making slower than expected progress will be discussed and appropriate interventions/resources/teaching tools will be considered.

b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

g) Class teacher / SENCO will discuss concerns with Parent/carers and the circumstances under which they are being monitored. Parent / carers are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under monitoring due to concern by parent/carer or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parent/carers informally or during parent/carers evenings.

SEN Support

Where it is determined that a pupil does have SEN, parent/carers will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process as outlined in the SEND Code of practice:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parent/carers. Additional assessments and observations may be completed by trained school staff and/or external services. Any parent/carer concerns will be noted and compared with the school's information and assessment

data on how the pupil is progressing. Wherever possible the child's views will also be obtained, according to age and ability.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parent/carers.

Plan

Planning will involve consultation between the teacher, SENCO and parent/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This will be recorded as an individual learning plan. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parent/carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parent/carers and the pupil as appropriate.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo an assessment of their education, health and care needs. The process is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Educational Health and Care Plans have now replaced statements. They aim to incorporate information from Education, Health and Social care in one plan with the

aim of putting the child at the centre of the assessment process. The new EHC Plan will run from 0-25 for children with special educational needs. The review process is still held annually as for statements.

The decision to make a referral for an Education, Health and Care Plan will be taken at a pupil progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parent/carers

- Teachers

- SENCO

- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. Evidence of the expected £6000 being spent needs to be shown and evidence that further support in addition to the £6000 is needed for the pupil to make progress. The decision about whether or not the child is eligible for an EHC Plan will be made by the SEN panel in Brighton and Hove local authority. Parent/carers have the right to appeal against a decision not to initiate an assessment leading to an EHC Plan. The panel follow eligibility criteria for an EHC plan.

Further information about EHC Plans can found at

<http://www.brighton-hove.gov.uk/content/children-and-education/special-educational-needs-sen/education-health-and-care-ehc-plans>

Transition

Specific transition strategies may be used to support children with SEND / additional needs when moving schools or moving classes that are in addition to those used for all children. This may include additional transition visits, booklets which show current setting / classroom and new setting / classroom and stay and play sessions. For Reception and Year 6 pupils this may also include meetings between SENCOs of both settings, additional visits with key worker, for Y6 pupils' workshops to support transition and for Reception pupils' visits to their new classroom before and after the summer holiday.

Access to the curriculum

The school works to ensure that all pupils have access to a broad and balanced curriculum including the National Curriculum. It is the teachers' responsibility to ensure that all pupils achieve this access by meeting the needs of children with SEN in different ways. This includes appropriate differentiation and access to resources. The use of computers/specialised ICT programmes, talking tins, scribing, visual prompts and timetables, modified work sheets, drawings with captions being just some of the methods used for recording curriculum work. We set appropriate individual targets that motivate pupils to do their best alongside children accessing Carden Learning Journey skills used throughout the whole school. Achievements are celebrated including Carden Cups, Learning Journey Awards and weekly class awards.

Interventions

The school has a number of evidence-based interventions available to children with SEN/additional learning needs. The interventions are carefully planned after considering the needs of the individual child. The interventions are led by trained teaching assistants or learning mentors include:-

Fischer Family Trust Reading Programme Y1 and Y2 pupils

Numbers Count for children needing intensive Maths support

First Class at Number 2 for children at 2c in Maths

Narrative speech and language programme for Y1/2/3

School Start speech and language programme for reception aged children

Talk Boost speech and language programme for Y1/2

Memory Magic for KS2

1:1 literacy, phonics for Y2 – Y6, led by (Specialist Literacy Teacher).

Fine motor programme (Busy Hands) for Y1 and above

Fine motor programme (Busy Hands 2) for Y3 and above

Speed Up Handwriting Y3 – Y6

Gross motor group for children in Yrs1 to 6

1:1 speech and language programmes planned by Speech and Language therapist

Learning Mentor 1:1 or small group support

Counselling 1:1

Play therapy 1:1 / Small group

Social Skills group

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parent/carers and pupils throughout the year. This is done in the form of formal and informal discussion and through meetings with parent/carers.

Pupil progress will be monitored on a termly basis through pupil progress reviews in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual learning plan and/or pupil progress action plan, which are updated when the intervention is changed.

These are updated by the class teacher. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parent/carers and governors. This helps to identify whether provision is effective and value for money.

4. What is the name of the SENCo and what are their contact details

Inclusion Manager

SEND Co-ordination is led by Lisa Perrins, SENCO.

lisaperrins@carden.brighton-hove.sch.uk 01273293677, member of the school's senior leadership team. She gained the SENCo accreditation national award July 2015.

5. What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?

The SENCO is experienced in the role and has completed the National Postgraduate accredited qualification. The school have a team of highly experienced TAs and Learning Mentors who manage the intervention programmes and have received training in their particular area of expertise. All staff have regular updates re SEND developments as well as training on individual subjects; for example this academic year there has been training on Supporting children with Literacy difficulties, working with children with a Hearing impairment, Makaton training, Cued articulation training, Autistic Spectrum Condition training including an Introduction for key staff as well as Comic strip/ Social stories, Social skills group training, Speech and Language training – linked to vocabulary, Just Right training for SENCO and Autism Awareness Award training for SENCO and one Teaching Assistant.

Where more specialised expertise is needed, the SENCO will liaise with specialist services to ensure that staff working with the child have access to relevant training to support them in adapting their teaching and learning environment to promote the best outcomes for the child. For example one to one work with a Speech and Language therapist modelling the speech and language programme.

Our SENCO discusses special educational needs issues with colleagues from other local schools and attends the termly SENCO Forum meetings organised by the local authority which support the dissemination of information at a local and national level.

The SENCO is part of the school's Leadership Team (SLT). We meet to review and plan the training, guidance and advice that staff need to ensure that the additional learning needs of our children are met.

Training is organised by our SENCO on a needs basis and staff may request specific training.

6. How are equipment and facilities to support children with SEND secured?

- Through discussion with specialist agencies during both formal meetings and planned visits for advice and support from the specialists.
- Through discussion with parents and the child.
- Where a child has an EHCP in place and is in receipt of top-up funding, the school will apply to the LA for further funding should additional equipment and facilities be recommended by professionals.
- We regard our duty to make reasonable adjustments as an anticipatory duty. If a disabled child is accepted to join our school, we will meet parents to

anticipate the requirements of the child prior to them joining. Our Accessibility Plan sets out adjustments we propose making, including adaptations to the building or learning environment to meet particular needs and enhance learning.

7. What are the arrangements for consulting parents of children with SEND and how are such parents involved in the education of their child?

Carden Primary School believes that a close working relationship with parent/carers is vital in order to ensure:-

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- b) Continuing social and academic progress of children with SEN.
- c) Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parent/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parent/carers of pupils with SEN to the local authority Parent/carer Partnership service (Amaze) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parent/carers and the pupil will always be consulted with regards to future provision. Parent/carers are invited through the SENCO to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

The SENCO attends all parents' evenings and requests meetings with targeted parents/carers alongside being available to other parents/carers on an ad hoc basis for advice and signposting.

The progress of a child with an EHCP/statement is discussed at the Annual Review (AR) meeting. The Y6 AR is held in the first half of the Autumn term when transfer to secondary is discussed.

8. What are the arrangements for consulting children with SEND and involving them in their education?

Children across the school are encouraged to self-assess in all lessons. They are encouraged to set their own targets for improvement which are challenging yet achievable. Children are involved in reviewing the progress of reaching these targets by the class teacher and teaching assistants.

Children receiving interventions are asked to evaluate their personal targets within these interventions in order to inform future planning for themselves and others who may have the programme in the future.

Informally, teachers/teaching assistants ask children about what supports them with their learning and respond to their suggestions.

The views of children with an EHCP/statement are sought as part of the annual review process. Outside agencies also seek the child's views about their needs and support.

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from the parents of children with SEND concerning the provision made at the school?

It is in everyone's interests that complaints are resolved as quickly as possible and at as low a level as possible.

If parent/carers have a complaint or concern in respect of the SEN provision at the school they may initially contact:-

- The class teacher
- The SENCO
- The Deputy Head Teacher / Head Teacher

Parent/carers approaching governors directly should be referred to the class teacher, the SENCO or the Deputy / Head Teacher.

If a problem is still not resolved, parent/carers may then contact:

- The governing body of the school to request a meeting.

This in turn could lead to:

- A formal complaint to the Local Authority
- A Disagreement Resolution meeting arranged through parent/carer support services.
- An appeal to the SEN tribunal.

The school will respond by:

- Class teacher and SENCO providing evidence of work undertaken and discussing further targets for the child.
- Referring the parent/carers to the Deputy / Head Teacher.
- The governors holding a special meeting with the parent/carers to discuss the complaint.

Information about SEN provision at the school will be made available in the Special Educational Needs Policy. SEN records must be kept for all children at SEN support and with an EHC plan, and these can be discussed with the SENCO. Information for parent/carers/carers about sources of support for their child will be made available through the class teacher, the SENCO, the Head Teacher, the Educational Psychologist and Pupil Support Services.

10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEND and in supporting the families of such children?

The Governing Body delegates the responsibility for commissioning support services to the Head teacher. The Head teacher ensures that structures are in place that best serve all children with SEND. The SENCO works alongside the Head and Business Manager to determine the services to 'buy in' ensuring that outcomes are measured and value for money therefore considered. The SENCO is responsible for the liaison

with all external services re SEND but may delegate this to particular staff on a case by case basis.

Where low-level problems emerge for children and families, the school may set up an Early Help Plan with other professional organisations and support from the Local Authority Early Help Team. SafetyNet also offer a range of workshops for all parents on parenting matters such as developing resilience in children, sleep and routines etc. A family needing more intensive support may be referred to the Early Help team in the local authority or Amaze (see below) for specialist support.

11. What are the contact details of support services for the parents of children with SEND?

Amaze is an independent charity who work with and support parents of children with SEND.

Their contact details are:

Amaze Community Base 113 Queens Road Brighton BN1 3XG Email:

info@amazebrighton.org.uk

Amaze helpline: 01273 772289 (Monday to Thursday 9.30am to 12 midday and Thursday evening 5.30pm to 8pm. During term -time, it is also open Monday 12 to 5pm and Thursday evenings 5.30 to 8pm)

Amaze office (for general enquiries) 01273 234020 (Monday to Thursday)

Brighton & Hove City Council's SEND Team can be contacted at:

SEND Team Brighton & Hove City Council Kings House Grand Avenue Hove BN3

2LS Tel: (01273) 293552 Fax: (01273) 293547 email: SEND.team@brighton-

hove.gov.uk

12. Where is the Local Authority's Local Offer, including the school's Local Offer published?

Our school's SEND and Inclusion Policy document is available on our website, detailing our philosophy in relation to SEND. There is also a link in the policy to the Brighton and Hove's Local Offer webpage.

You can also access the Local Offer at

<http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer>

