

SEN Information Report 2017-2018

This document was adopted by the Governing Body 01.04.2017

St George's is a mainstream school with no separate special provision - children with special educational needs or disability are taught in mainstream classes. We are an inclusive school and welcome all children. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. The school ensures that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

The SEN Coordinator is **Mrs Melanie Machell**, and as a member of the SMT, reports regularly to the management team and headteacher.

The SEN Governor is **Jane Clamp**.

Our SEND Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from a EHCP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.

6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making where appropriate.

Inclusion Principles

Staff at St George's Primary School value pupils of different abilities and support inclusion. St George's sees the inclusion of children identified as having special educational needs as an equal opportunities issue in line with the Equalities legislation of 2010. We aim to model inclusion in our staffing policies and relationships with parents/carers and the community.

Within each class, teaching and learning styles and organisation are flexible to ensure effective learning. Grouping to support children identified with additional needs is part of this process.

Pupils with behavioural/emotional/social/mental health difficulties may have an MEP (multi element plan) written by the class teacher with support from the SENCO and the LEA behavior support service if appropriate.

If the child's learning or the learning of others is interfered with due to behavioural difficulties, the pupil may be removed from the classroom, but will be returned as soon as possible.(Please see physical restraint policy).

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and longterm health conditions such as asthma, diabetes, epilepsy, and cancer.

How does St George's know if children need extra help? What should you do if you think your child may have special educational needs?

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not making progress after intervention, adjustment and additional support strategies are in place and who **may** have additional needs.

There are four broad categories of need:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, emotional and mental health
- ❖ Sensory and/or physical

If you think that your child may have special educational needs, the first step is to discuss this with the class teacher. The SENCO may be present if either you or the class teacher feels that it is appropriate.

The class teacher and the school SENCO decide if additional provision is needed and what form that provision might take by considering a range of available information. A child receiving SEND support has an Individual Education Plan. This document forms an individual record for the child and contains information about targets set and action taken to meet them, including any advice sought from outside agencies. IEP targets include targets for work at home and parent's views are taken into account. The SENCO monitors IEPs on a termly basis and makes adjustments to the provision for the child, if appropriate. Individual Education Plans are reviewed at least three times a year, although some pupils may need more frequent reviews. Parents/carers and wherever possible, their child, are invited to contribute and are consulted about any further action.

The SENCO is available to meet with each class teacher to discuss additional needs concerns and to help review Individual Education Plans. The SENCO is alerted to newly arising concerns by class teachers and this may lead to an initial concerns form being completed. The SENCO will discuss issues arising from these forms with the class teacher.

Targets arising from IEP meetings and reviews are used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.

The SENCO monitors planning for SEN across the curriculum.

The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is coordinated by the SENCO and provided by class teachers and teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.

Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning

Specialised Provision

There are no special educational needs classes or groups at St George's School.

Staff have been involved in professional development where appropriate. Some staff have been trained in physical intervention.

The school works in partnership with other agencies. Additional Support may include that offered by outside agencies.

Eg.

1. Education Welfare Service
2. School Nurse
3. Community Paediatrician
4. Speech Therapy
5. Physiotherapy
6. Occupational Therapy
7. Educational Psychology
8. Behaviour Support
9. The LEA Special Needs Support Service (SSSEN)

Parents/carers are informed if any outside agency is involved.

School request for GRIP funding

Derbyshire's Graduated Response for Individual Pupil (GRIP) initiative is for pupils with significant special educational needs in mainstream primary and secondary schools.

GRIP gives pupils access to specialist services, as appropriate, such as Support Service for Special Educational Needs (SSSEN), and gives schools the earlier opportunity to reduce barriers to learning for pupils. If an application is successful, schools receive GRIP funding straight

away, without the 20 week assessment period for an education, health and care needs assessment (EHCNA).

Schools submit documentation directly to show that a pupil's needs and barriers to learning require additional funding, above the resources normally available to them.

GRIP funding gives schools and parents and carers the opportunity to be more flexible in how pupil support is best delivered and a range of interventions can be considered. Parents and carers are fully involved and agree the GRIP Plan in partnership with school.

School request for an Education, Care and Health Plan

If a child is experiencing significant and complex barriers to learning or experiencing significant delay and not making adequate progress, despite a period of support, the school may request the LEA to make a statutory assessment.

The process is 'person-centered' and focuses on what is important for the child or young person and puts the children, young people and families at the centre of decision making.

Schools and other education settings can formally request that the Local Authority carry out an EHC Needs Assessment. They will always discuss this with parents or carers before doing so to seek their agreement before making a request. Derbyshire will also consider referrals from other professionals (such as a doctor or social worker) with your written permission.

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment is made using the LEA's current Criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Annual Reviews are usually chaired by the SENCO. These review the appropriateness of the provision and recommend to the LEA whether any

changes need to be made, either to the EHCP or to the funding arrangements for the child.

How do we evaluate the effectiveness of our provision for children with special educational needs?

The school evaluates the effectiveness of its provision in a number of ways. This may include one, some or all of the following:

- evidence of progress on IEPs
- evidence of progress on provision maps
- classroom based observational evidence
- tests
- improved learning/social behaviours

The school has a named governor responsible for SEND who meets regularly with the SENCO to monitor effectiveness of provision and ensure governors are kept informed and up to date with current policy. The SEN governor leads governor monitoring of the SEN policy.

The SENCO is responsible for regular tracking and monitoring progress of SEND pupils: Every term, data is analysed. We use this analysis to help us plan our provision maps.

The SENCO provides information to the governing body as to the numbers of pupils receiving special educational provision as well as any pupils for whom a Statutory Assessment has been requested. The Head reports on any whole school developments in relation to inclusion and ensures that governors are kept up to date with any legislative or local policy changes.

Whole school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to SEND provision and planning are taken forward by the whole staff and used to build upon successful practice.

What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

The child's progress is reviewed regularly: after assessments; at IEP meetings; at pupil progress meetings; at the end of targeted provision; and during classroom observations. A decision is then made about whether the child is making satisfactory progress at this level of intervention. The responsibility for planning for these children remains with the class teacher, **with support from the SENCO as necessary**.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. eg

- Continues to make very little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Advice may then be sought from **specialist services**. The specialist services will usually contribute to the planning, monitoring and reviewing of the child's progress.

How will the school staff support your child?

At St George's we regularly and carefully review the quality of teaching for **all** pupils. We operate a whole school approach to ensure that children with SEND are well prepared for the next phase of their education and develop appropriate skills according to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils with SEND. In order to make progress a child may only require differentiation of the plans for the whole class. The

differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs are provided for within the whole class planning frameworks and individual target setting. Differentiation is recorded in the daily planning by the class teacher.

Class teachers are responsible for teaching and learning of pupils in their class.

Where children are identified as having SEND, staff take part in an action to put effective provision in place. This takes the form of a four part cycle:

- analysis of need (teacher assessment, data, child's views)
- assessment (baseline, observations, test scores)
- planning the provision (targeted support)
- review (evidence of progress)

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

Access to the Environment

St George's CE Primary School is a single site school, with Upper and Lower blocks joined by the top playground. The school is built on two levels with stairs from ground floor to first floor in the upper block. Entrance to the building is through the front gate, which is level and therefore suitable for wheelchair access. Classrooms in the bottom block are accessed by the entrance hall from which there is also wheelchair access.

We have made sure that there are good lighting arrangements and our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas).

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum

The school ensures that all children have access to a balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. Learning opportunities are interesting, rewarding and effectively differentiated and the teaching styles are diverse.

Staff work in a way to avoid the isolation of the children they are supporting, and encourage collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Differentiation takes a variety of forms within teacher planning. Learning intentions are made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty can access the curriculum through specialist resources such as ICT where this is appropriate.

The school ensures that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

We use comic sans as our first choice of letter font at a size of at least 12 wherever possible.

We use coloured backgrounds on our interactive whiteboards when possible and write lines in alternate colours.

Some children use coloured worksheets and overlays.

St George's uses a range of assessment procedures within lessons (such as role-play and drama, photographs, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

How is the decision made about the type of support and how much support your child will receive?

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St George's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We pay particular attention to the provision for and the achievement of different groups of learners:

- ✧ girls and boys
- ✧ minority ethnic and faith groups
- ✧ learners who need support to learn English as an additional language (EAL)
- ✧ learners with special educational needs
- ✧ learners who are disabled
- ✧ those who are gifted and talented
- ✧ those who are looked after by the local authority
- ✧ others such as those who are sick; those who are young carers; those who are in families under stress
- ✧ any learners who are at risk of disaffection and exclusion

How will your child be included in activities outside the classroom and on school trips?

St George's is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

St George's tries to make all trips inclusive by planning in advance and using accessible places. We aim to provide additional TA support for individual children as required.

All children are welcome at our after school activities.

What support is available for your child's overall well-being?

Supporting Pupils with Medical Conditions

Children with medical conditions, regardless of special educational need, have a Care Plan, which the school implements. The school ensures that children with medical conditions are supported to access the full curriculum, including school trips.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The school consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO or Headteacher, and referrals are made as appropriate.

Social Services and the Education Welfare Service are accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers alert the SENCO or Headteacher if there is a concern they would like discussed.

Other agencies can be referred to through the multi-agency Single Point Of Access (SPOA) team.

Terminology, imagery and disability equality

St George's is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name-calling related to special educational needs or disability under our Anti-Bullying Policy.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

St George's encourages the inclusion of all children in the School Council and other consultation groups.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.

What training have the staff supporting SEND had?

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. InService training and individual professional development is arranged matched to these targets.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development.

How can you get involved? Who can you contact for further information?

Staff and parents/carers work together to support pupils identified as having additional needs.

Parents/carers are involved at all stages of the education planning process. An appointment is made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable so that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews are copied and sent to parents/carers after meetings. Any parents/carers who cannot attend an IEP meeting will be sent a copy of their child's new IEP.

Ideas and materials for supporting learning at home are discussed with parents/carers and distributed on request.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

The school has enhanced reporting arrangements for parents of children with SEN. We expect to meet with parents at least 3 times per year. Appointments are made by the class teacher and the SENCO will attend if the school or parent thinks this is appropriate. Additional meetings are available on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body.

[Dealing with complaints](#)

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

[How will the the school prepare and support my child to join the school, transfer to a new setting or to the next stage of their education?](#)

Reception staff meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs are brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Year 6 staff meet with partner secondary schools prior to the pupils moving on to Year 7. Children with additional needs are highlighted at these meetings so that the secondary school SENCO can meet the pupils and/or parents/carers if appropriate.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents/carers of children with an EHCP or an ECHP pending will be invited to discuss the provision that can be made to meet their identified.

[Information for young people in Derbyshire with Special Educational Needs & Disabilities, and their families can be found at the following website.](#)

<http://www.derbyshiresendlocaloffer.org/>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

SEND Glossary:

Annual review - the review of an EHC plan which the local authority must make as a minimum every 12 months.

Care Plan - A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children - in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements

Disabled Students Allowance (DSA) - An allowance for undergraduate or postgraduate students who have a disability or long-term health condition, mental health condition or specific learning difficulty such as dyslexia or dyspraxia which affects their ability to study. It can be used to pay for things such as special equipment, a note-taker or transport costs.

Disagreement resolution - This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between parents or young people and bodies responsible for providing education, whether the child or young person has an EHC plan or not, or health and social care in relation to EHC assessments and plans. Disagreement resolution services can also be used in cases of disagreement between local authorities and health commissioning bodies during EHC needs assessments, the drawing up of EHC plans or the reviewing of those plans.

Early Help Assessment - A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

Early Support Programme - The Early Support Programme coordinates health, education and social care support for the parents and carers of disabled children and young people from birth to adulthood. A key worker is assigned to families that join the Programme.

Early Years Foundation Stage (EYFS) - The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Early years provider - A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

Education, Health and Care plan (EHC plan) - An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

First-tier Tribunal (Special Educational Needs and Disability) - An independent body which has jurisdiction under section 333 of the Education Act 1996 for determining appeals by parents against local authority decisions on EHC needs assessments and EHC plans. The Tribunal's decision is binding on both parties to the appeal. The Tribunal also hears claims of disability discrimination under the Equality Act 2010.

Graduated approach - A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Health and Wellbeing Board - A Health and Wellbeing Board acts as a forum where local commissioners across the NHS, social care and public health work together to improve the health and wellbeing of their local population and reduce health inequalities. The boards are intended to increase democratic input into strategic decisions about health and wellbeing services, strengthen working relationships between health and social care and encourage integrated commissioning of health and social care services.

Independent supporter - A person recruited locally by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the local authority and will receive training, including legal training, to enable him or her to provide this support.

Local Offer - Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Mediation - This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

Parent - Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parent Carer - Forum A Parent Carer Forum is a group of parents and carers of disabled children who work with local authorities,

education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

Parent Partnership Services - Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them

Personal Budget - A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

Personal Education Plan - An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

Special Educational Needs Co-ordinator (SENCO) - A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

