

Netherseal St Peter's C E Primary School SEN Information Report

September 2018

This report also links with our policies for SEND & Equalities & with our Accessibility Plan

What are special educational needs (SEN)?

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

The law says that children do not have learning difficulties just because their first language is not English. Of course, some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

SEN could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school.

These are just examples.

The Special Educational Needs Co-ordinator (SENCo)

The SENCo is Miss J Halsey, who can be contacted through the school office on 01283 760283.

The SENCo has day-to-day responsibility for the operation of SEN policy and coordinating of specific provision made to support individual pupils with SEN,

including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

The SENCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The SENCo works with professionals providing a support role to families to ensure that SEN pupils receive appropriate support and high quality teaching.

The SENCo plays an important role with the headteacher and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

Support for SEN

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catchup' work and other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN.

The Code describes how help for children with special educational needs should be made by a step-by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Help for children with SEN will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

Parents – what to do if you have concerns/worries

If you think your child may have a special educational need that has not been identified, you should initially talk to your child's class teacher.

You will be able to talk over your concerns and find out what the school thinks. The SENCo will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is already getting some extra help; and
- you can help your child.

We will consult parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teacher, with the SENCo, with the headteacher or with any other professional working with your child.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents & children will also be involved in termly reviews of support provided, their views will be taken into account and we will provide clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you would like to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information and Advice service:

c/o Chesterfield & District Registry Office
New Beetwell Street
Chesterfield
Derbyshire S40 1QJ
01629 533668

parent.partnership@derbyshire.gov.uk
www.derbyshireparentpartnership.co.uk

We will provide an annual report for parents on their child's progress.

Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We meet parents at least three times each year.

The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents.

SEN Support in School

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

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

There are also 4 noted high incidence needs that all schools will come across: ASD, communication, dyslexia and social emotional and mental health.

School Provision

- Teaching Assistants working with individuals or small groups
- Teaching assistants providing support with social and emotional development through the Positive Play programme.

Guidance Used to support school provision

- Derbyshire File for Dyslexia Friendly Schools Derbyshire File for Autism Friendly Schools
- Derbyshire File for Language Friendly Schools
- A Child with Autism in my Class
- Derbyshire County Council Descriptors of SEN
- The Inclusion Development Program (IDP) materials (<http://www.nasen.org.uk/onlinesendcpd/>)

Local Authority provision that may be delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)

Health provision that may be delivered in school

- School Nurse
- Occupational Therapy
- Physiotherapy

How is SEN identified & assessed?

Only a few pupils will require interventions which are **additional to** and **different from** the differentiated curriculum provided for all pupils. This forms part of the **Graduated Response**.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We also consider if a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils.

Identification and assessment of pupils' SEN will include:

- End of Key Stage attainments
- Assessment for Learning materials
- Standardised tests
- Teacher observation
- Information and advice from other agencies
- Views of the pupil
- Views of parents
- Diagnostic tests
- Observational checklists
- Dynamic forms of assessment which involve: observing and recording responses in different environments identifying strengths and weaknesses identifying learning rates and learning styles

Assessment information highlights pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

We also assess progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life then we would put in extra interventions and support to meet those needs.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCo, assesses whether the child has SEN. The pupil's response to such support helps to identify their particular needs.

How we decide whether to make special educational provision

In deciding whether to make special educational provision, the teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions are added to the pupil's record on the school information system and given to the parents.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life.

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing

understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties we would consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Our approach to record keeping is in line with the requirements of the Data Protection Act 2018 The provision made for pupils with SEN is recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEN support.

The SENCo and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

Requesting an Education, Health and Care needs assessment

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Transition to secondary school

To support transition to secondary school, we share information with the school, college or other setting the child or young person is moving to. We agree with parents and pupils the information to be shared as part of this planning process. Reviews for SEN pupils are held early in Year 6 to allow enhanced transition (for example additional visits) to be planned well ahead.

Our approach to teaching children and young people with SEN

We provide quality first teaching to meet the individual needs of every learner. We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Use of support staff

We ensure Teaching Assistants are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by a Teaching Assistant. Teaching Assistants provide high-quality individual and small-group support in the classroom, provide pastoral support and lead additional activities such as Positive Play.

Equipment

We provide for pupils with high incidence SEN requiring low cost, non-customised equipment, e.g. non-customised ICT equipment, up to £300, funded from their normally available resources. For more specialist customised equipment Derbyshire LA provides funding for an Individual Children's Equipment Budget to meet these needs.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through out of class interventions. Children on the SEN register also have time to work specifically on their Support Plan targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum, dependent on their needs. At Netherseal St Peter's we ensure every effort is made to ensure that pupils with SEN are able to access the curriculum.

The Equality Act 2010 requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum, as stated in our Accessibility Plan.

We are committed to improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Work undertaken to improve the physical environment will take full account of pupils with disability. This includes the playground and outdoor space i.e. ramps and wider doorways provide wheelchair access.
- Signage will take account of those with associated visual difficulties.

The school has set the following priorities for physical improvements to increase access:

- Purchasing will take account of future disability i.e. that equipment can be modified or enhanced to make it appropriate for use by disabled pupils.
- Re-decoration will include consideration of colour contrasts.
- Improvements will take account of improving disabled access.

In improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled, written communication will take account of disabled pupils. Large format, coloured backgrounds are available, simplified language and pictorial representations are used if required.

Staff training

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes needs-based whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), Dyslexia and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team service.

Evaluating the effectiveness of the provision made for children and young people with SEN

Teachers work with the SENCo and the headteacher to ensure the needs of all SEN children are being met. All children with SEN have individual support plans which are reviewed at least termly with parents. Interventions are regularly evaluated and progress measured. If progress is not sufficient all parties come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Children are taught together with appropriate differentiation and support to allow them access to the curriculum. We make all necessary adaptations possible or provide the appropriate support to ensure inclusion takes place.

Support for improving emotional and social development

Our PSHCE curriculum is well-embedded across the school and links with our termly themes for collective worship. All our teaching assistants are trained to deliver the Positive Play programme, which is effective in developing social skills and improving emotional well-being.

Our Behaviour & Anti-Bullying policies emphasise to all members of the school community that bullying is not acceptable and must be totally discouraged. We aim to produce a consistent school response to any bullying and incidents of harassment that may occur.

Measures to prevent Bullying

The ethos in our school is such that anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that

- The bully's behaviour is unacceptable and the bullying must stop
- Everything that happens must be carefully recorded
- The application of sanctions will depend on the individual circumstances of each incident
- The school will work with the parents of both the victim and the bully
- Support will be available for the victim
- Support will be available for the bully to help change his/her behaviour

The school curriculum will be used to raise awareness about bullying behaviour and the school's anti-bullying policy, challenge attitudes to bullying, increase understanding and help to continually reinforce the anti-bullying ethos in the school

There are many opportunities within the curriculum to raise awareness, teach relationship management, to enunciate policy and to discourage bullying or harassment:

- Assemblies
- PSHCE/Drama/English lessons
- Circle time
- Playground buddying
- Close supervision of all areas at all times

See also our Anti Bullying Policy, Behaviour Policy & Equalities Policy.

How the school involves other bodies in meeting children and young people's SEN and supporting their families, including children with SEN who are looked after by the local authority

The school involves other agencies such as: the health visitor and school nurse; social services; speech and language; specialist support such as Educational Psychology, Behaviour Support, Occupational Therapy and Physiotherapy as and when it is necessary. The school supports parents and carers throughout this process led by the SENCo & the headteacher.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If parents are unhappy with the provision made for their children they should contact the headteacher, Mrs Hart, by telephoning 01283 760283 or by emailing headteacher@netherseal.derbyshire.sch.uk. We are committed to supporting parents and their children and ensuring that our provision meets the needs of the children in our care

The Derbyshire SEND Local Offer <http://www.derbyshiresendlocaloffer.org/>

Our school is part of the Derbyshire SEND Local Offer, encompassing:

- Schools and colleges (specialist and mainstream)
- Childcare and education for the early years (ages 0 – 5)
- Transport to and from education including early years
- Health services and support
- Support for families
- Preparing for adulthood (including housing, training and apprenticeships)
- Things to do and places to go
- Information and advice.

We make data on the levels and types of need within the school available to the local authority through the School Census. The data is required to inform local strategic planning of SEN support and to enable the local authority to identify pupils who have or may have SEN. It is also required to produce the national SEN information report.

This SEN information report was approved by governors on 20th September 2018; a signed hard copy is available in school.