



SEN Information Report – Local Offer

The SEN Reforms place a statutory requirement on schools from 1 September 2014 to make information available to young people and parents about how the school supports children and young people with SEN. This statement provides information regarding the support and services available at Shipton Bellinger Primary School to children with SEN and/or disability. In addition, Hampshire County Council has published the Hampshire Local Offer on its website, currently accessed at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

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How do we define SEN and disability?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others in the same age in mainstream schools.

(SEND Code of Practice, 2015. P15-16.)

How do we identify children with Special Educational Needs and/or disability (SEND)?

At Shipton Bellinger Primary School, children are identified through a variety of ways; usually a combination of the following:

- Liaison with previous school or preschool
- Child performing at below aged expected levels or not making the appropriate progress as discussed through regular pupil progress meetings
- Use of Hampshire SEND criteria
- Concerns raised by parents
- Concerns raised by teacher
- Liaison with external agencies, e.g. a physical/sensory issue, Educational Psychologists, etc.

A Graduated Response

At Shipton Bellinger Primary School, the progress of all children is tracked and regularly reviewed by class teachers and senior leaders in Pupil Progress Meetings. Through these meetings, children who have failed to make sufficient progress and/or reach age related expectations, are identified. Teachers, working with the SENCo, and English and maths subject leads, will discuss the child's needs and identify what support would be appropriate.

Phase 1 – Monitoring & support through focussed assessment, planning and teaching

In the first instance, we aim to support the child through high quality teaching targeted at the areas of weakness. This would include differentiated learning with additional resources made available within the classroom. Small group or 1:1 support may also be offered to accelerate progress.

Phase 2 – Identification of SEN Need

If children make sufficient progress and are able to reach age related expectations, learning will be monitored in the normal way.

Where progress continues to be less than expected for a period of two full terms, the class teacher working with the SENCo, will assess whether the child has SEN.

Phase 3 - SEN Support

There are four main categories of SEN:

Communication and Interaction needs This may include speech, language and communication needs. In addition to finding speech difficult, children may have difficulties in understanding what is being said to them, or in understanding 'social rules' involving communication.	Sensory and/or physical needs This may include a disability which prevents or hinders a child from making use of facilities in the school. These may include: <ul style="list-style-type: none">• Visual impairment• Hearing impairment• Multi-sensory impairment
Social, emotional and mental health needs These difficulties can manifest themselves in a wide range of ways, including: <ul style="list-style-type: none">• Withdrawal, a feeling of isolation• Challenging and disruptive behaviour• Anxiety and depression• Self-harming, eating disorders, substance misuse and other unexplained physical symptoms• Disorders such as attention deficit disorder, attention deficit hyperactive disorder and attachment disorder.	Cognition and learning needs This may include moderate learning difficulties (MLD), severe learning difficulties (SLD) where children will need support in many aspects (particularly communication and mobility), through to profound and multiple learning difficulties (PMLD) where children have very complex needs as well as physical disability.

Assess – Plan – Do – Review

Children who have been identified as having SEN, are placed on ‘SEN Support.’ This takes the form of a four-part cycle: Assess, Plan, Do, Review, through which earlier decisions and actions are revisited, refined and revised as we have a deepening understanding of the pupil’s needs and how we can support them to make good progress and achieve good outcomes.

1. Assess:

At the outset, a clear analysis of the pupil’s needs is undertaken, using some of the assessments detailed below, as well as reports from external agencies. We also take into account the parents’ and child’s views and experiences.

A number of assessment tools are used, including:

- Moderation of children’s work against age expected exemplification
- Miscue analysis of reading, writing and maths
- NFER standardised tests for English and maths
- SATS (national tests) in Year 2 and Year 6
- Standardised spelling and reading tests
- Dyslexia Screening Tests
- Dyscalculia Screening Tests
- Phonics Screening Checks (Year 1 and Year 2)
- Hampshire criteria for SEND
- Boxall Profile
- Thrive assessments
- Language Link

We recognise that parents know their children best, therefore parents are consulted at all stages of the process. Children should also be offered the opportunity to discuss their learning, for instance, what they find difficult and what helps. It may also be necessary to seek guidance and assessment by external agencies, including: Educational Psychologists, Occupational Therapists, Primary Behaviour Support team, Speech and Language Therapists and the school nurse.

We know that disruptive or withdrawn behaviour does not necessarily mean that a child has SEN. In line with our Behaviour Policy, causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues will be assessed. If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, such as an Early Help Assessment, may be appropriate. Other events, such as bullying (see Anti-bullying Policy) and life events such as bereavement, can also have an impact on wellbeing which, in turn, affects learning. Such needs will be met with appropriate provision, such as in-house ELSA (Emotional Literacy Support Assistant) provision or referral to CAMHS (Children and Adolescent Mental Health Services).

2. Plan

Working from the pupil’s strengths and weaknesses, an Individual Educational Plan (IEP) is produced. The IEP summarises the additional support required, linked to specific and measurable targets. The IEP takes into account the views of the parents and child. Additional support may include any teaching strategies, additional resources, adult or peer support, reasonable adjustments within class teaching, as well as small group or 1:1 interventions. Interventions are carefully selected to allow children to build on prior knowledge and close gaps in understanding or skills.

3. Do

The class teacher remains responsible for working with the child on a daily basis and liaises closely with teaching assistants to plan, assess and review the impact of interventions. Teachers' planning for whole-class teaching identifies children with SEN and ensures learning is differentiated or additional resources are provided.

Additional/differentiated resources (reasonable adjustments) may include:

- Differentiated learning activities
- Use of different font and font sizes and coloured backgrounds on activity sheets and whiteboard presentations
- Coloured overlays for reading
- Laptops, iPads and talk-tins for recording work
- Pencil grips
- Moulded handwriting pens
- Line guides
- Visual timetables
- Other visual cues
- Manipulatives and visuals to support maths concepts and calculation
- Wobble cushions/weighted cushions to support sitting
- Small fidget resources to support attention

In tests, we may consider:

- Readers or scribes to support children in certain tests
- Extra time, when appropriate and permissible
- The use of a separate classroom for anxious pupils or those with behaviour difficulties.

Small group or 1:1 interventions:

These include bespoke programmes to support:

- Handwriting / fine motor skills
- Phonics skills
- Precision reading / spelling
- Boosting Reading @ Primary
- Early number and calculation
- Reading comprehension, including inference skills
- Developing friendships
- Dealing with anger and other negative emotions
- Building resilience and self-esteem

4. Review

Targets detailed on IEPs are reviewed regularly, therefore if a target is met, the target is revised immediately to maximise progress. IEPs are reviewed with parents and children at three review points during the year, i.e. autumn, spring & summer. Parents are provided with copies of IEPs at each review. Parents are encouraged to meet with the class-teacher to discuss progress at other times.

What if my child still doesn't make progress?

Educational Health Care Plan (EHCP)

Where children have not made expected progress whilst on SEN Support, despite relevant and purposeful support by the school over a sustained period, it may be considered appropriate to request an Education, Health and Care needs assessment.

The school will work with the local authority (i.e. Hampshire) and other professionals, such as an Educational Psychologist, to gather information. The process is outlined within Hampshire's Local Offer

<https://fish.hants.gov.uk/kb5/hampshire/directory/results.page?familychannel=6-1-2>

If an EHCP is formalised, it will specifically identify the individual's needs and specify how these needs will be met. The school will ensure that the required provision is implemented and that targets are reviewed in a timely fashion.

At the annual review, the school will ensure that:

- invitations are sent to all parties involved with the child;
- documentation from all relevant parties is shared;
- the review meeting is held in a convenient location and at a time which is convenient for parents;
- parents' and pupil's views are shared and listened to;
- transport is provided if needed;
- a translator is provided if needed;
- consultation with staff is available prior to meeting;
- parents are aware of Hampshire's parent partnership support and
- a written report is completed following the meeting.

What specialist services and expertise are available at or accessed by the school?

The SENCO has the following accreditations:

- PGCert National Award for Special Educational Needs Coordination
- PGDip Dyslexia/Specific Learning Difficulties
- Number Counts 2 teacher accreditation

In addition, the school is supported by a fully qualified ELSA (Emotional Literacy Support Assistant) who supports individuals and small groups with emotional or social challenges. We also have expertise in supporting speech and language difficulties, as well as autism.

The school is supported by and works alongside a wide range of external agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Primary Behaviour Support
- CAMHS
- Occupational Therapists
- GPs/paediatricians
- School Nurses

What support does the school offer for pupils with SEN or disability joining or leaving the school?

We encourage all new children to visit the school prior to starting, and in many cases, children join us for a taster day before they start. We can offer resources, such as pictures of their new class teacher and classroom, as well as a timetable, so children can familiarise themselves beforehand.

We have close links with local secondary schools. When children with SEND are preparing to leave us for a new school, typically to go to secondary school, we arrange additional visits. All our 'feeder' secondary schools run programmes specifically tailored to aid transition for more vulnerable pupils.

We liaise closely with the staff when receiving or transferring pupils, to ensure that ongoing SEND concerns are discussed and understood, and the necessary paperwork is transferred. Where an EHCP is in place, staff from the receiving school will also be invited.

How accessible is the school environment?

The school's Accessibility Plan (available on the school website) recognises the need to make reasonable adjustments for pupils with SEND so they are not at a substantial disadvantage.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will ensure that the necessary support is in place to make sure that this activity is successful.

A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities covering the same curriculum areas will be provided.

This document will be reviewed annually.

Date: Dec 2018 Review Date: Dec 2019