

# SEND INFORMATION REPORT

## St Nicholas CEVA Primary School

### 2016/2017

**Adopted by Governors : March 2015**

**Last Reviewed September 2016 - To be reviewed Annually**

### ***Vision Statement***

‘At St Nicholas we nurture everyone ***to be the best we can be***, in a caring and inclusive Christian environment.’

**UNCRC Article 29:** All children have the right to learning that allows you to become the best that you can be.’

### **1. Types of SEND for which provision is made:**

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we make provision for each of these

### **2. Identifying and assessing pupils needs: (Local Offer Section 3, School Policy )**

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

St Nicholas School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Ongoing Assessment for Learning as part of well differentiated quality first classroom provision. (including regular phonic screening)

- Termly progress monitoring through “School Pupil Tracker On Line” (Data based on formal assessment procedures).
- Six monthly bench-mark testing in spelling and reading.
- Informal and formal dialogue with parents/carers and other members of staff
- Termly SEND reviews with Class teachers and SENCo
- Annual analysis of the effectiveness of interventions.
- Regular meetings with Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Outreach workers and other specialists as relevant.
- Formal assessments by Special Educational Needs Support Service (SENSS).
- Termly review of provision and targets with pupils and parents.

## **The Graduated response at St Nicholas CEVA Primary School:**

- A) Concerns raised by parents, staff or pupil about lack of progress, attainment or specific difficulties.
- B) Discussions ensue between stakeholders (including the SENCo) and relevant support is implemented within the classroom setting. Progress is monitored and the pupil will be placed on a register for children causing concern.
- C) Regular reviews will take place to monitor the impact of increased support (see above cycle).
  - a) If the pupil responds to support, this will be maintained as appropriate and may be withdrawn if the pupil is making sustained progress over a period of 3 reviews.
  - b) If the pupil fails to respond to extra classroom support this will be adjusted and new strategies employed. If he/she continues to make slow progress he/she will be placed on the School SEND register and parents will be informed of this both verbally and in writing.
- D) Children who are placed on the SEND register will require support beyond the normal classroom differentiated curriculum in order to make good progress. This may be on an individual or group based basis and will be designed to target specific learning difficulties. Progress will be monitored as above and pupils will be given a “Provision Map” to document their support.
  - a) Pupils making good progress will be monitored for at least 3 reviews and support will be maintained until the pupil has caught up with his/her peers. He/she may be removed from the register and returned to “Cause for Concern” if all stakeholders are in agreement. Progress will continue to be monitored.
  - b) Pupils not making good progress will be offered changes to their provision in consultation with SENCO parents and teaching staff. Progress will continue to be monitored closely.
  - c) Some pupils not making progress may be referred to external specialists for further advice (see below) These pupils will be given individual education plans to target specific areas of need and will also receive a “Provision Map” as above.
  - d) Some pupils may require an even higher level of support and will be

considered for High Needs funding or an Education and Health Care Plan. (EHCP) see below. These pupils may be supported on a one- to- one basis in class in order to make good progress and gain full access to the curriculum.

### **3. Information about policies for provision:**

#### a) Evaluation of effectiveness of provision:

The school operates a system whereby all interventions and provisions are reviewed termly against progress data to analyse effectiveness. An annual review of cost effectiveness is also carried out through School Pupil Tracker Online data.

#### b) Assessment and review of progress: (SEND Policy and Local Offer section 3)

### **Annual Cycle for Assessing, planning, delivering, reviewing and recording provision at St Nicholas CEVA Primary School:**

#### **July:**

- Teachers meet with SENCo to review assessment data, progress, specialist advice intervention/support strategies and Individual Education Plans. Changes to provision are discussed in line with the schools systems for a graduated response (see below)
- Teachers meet with parents to discuss the above and set new targets and provision.
- SENCo devises timetables and provision for Autumn term based on above discussions.

#### **December:**

- Bench mark tests in reading carried out by SENCo and in spelling, by class teachers.
- Formal termly assessments for core subjects carried out by class teachers.
- Teachers meet with SENCo to review assessment data, progress, specialist advice intervention/support strategies and Individual Education Plans. Changes to provision are discussed in line with the schools systems for a graduated response (see below)
- SENCO and Class Teachers meet with parents to discuss progress, concerns and provision
- SENCo devises timetables and provision for Spring term based on above.

#### **March:**

- Formal termly assessments for core subjects carried out by class teachers.
- Teachers meet with SENCo to review assessment data, progress, specialist advice intervention/support strategies and Individual Education Plans. Changes

to provision are discussed in line with the schools systems for a graduated response (see below)

SENCO and Class Teachers meet with parents to discuss progress, concerns and provision

-SENCo devises timetables and provision for Summer term based on above discussions.

**June:**

-Bench mark tests in reading carried out by SENCo (NARA and Salford) and in spelling by class teachers.(Arkell)

- Formal termly assessments for core subjects carried out by class teachers.

- SENCo reports to Governors.

c) Approaches to teaching pupils with SEND:

- St Nicholas CEVA School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
- The school aims to enable all children “to be the best they can be” by implementing an inclusive curriculum and well monitored systems.
- Children are encouraged to think creatively, face challenges and take risks to further their learning and reach their potential.
- They take responsibility for their learning outcomes by helping to set personal targets and by taking part in regular review sessions.

(Local Offer sec 2)

- Your child’s needs will be met within the class,supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- If your child has special educational needs the class teacher will develop a plan for your child with the Inclusion Manager, setting appropriate targets. Extra support will be implemented as appropriate on a group or individual basis. This will be reviewed three times a year to ensure that support remains appropriate.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN Governor who works with the Inclusion Manager.

d) Adaptation of the curriculum and the environment:(Local Offer sec 3):

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress meetings are held three times a year with the Class Teacher and SENCO to discuss suitable teaching programmes for each child, which is monitored by the Headteacher.
- Reviews of learning targets for your child are reviewed twice a year with the SENCO and class teacher and new programmes or support are organised as necessary, leading to personalised learning.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.
- All resources used to support children with special educational needs are accredited and are regularly evaluated for effectiveness.

(Local offer sec 9):

- The school site is largely wheelchair accessible
- We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users.
- Visual support and timetables are used in all classrooms.
- A multi-sensory curriculum caters for their learning styles of all pupils
- We have an accessibility plan, which is available to view.

e) Availability of additional support: (Local Offer sec 2,3,5,6. SEND Policy )

Learning needs are managed either by using additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers **must** be informed verbally and in writing that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

- Currently we have teachers and teaching assistants who have had training in the following areas:
- Speech and Language
- Dyslexia
- Autistic Spectrum Disorder
- Occupational Therapy

We may access support from other services, for example;

- Educational Psychology Service
- Speech and Language Therapy
- School Nurse
- Special Educational Needs Support Service (SENSS)
- Outreach Support.
- Early Years Services
- Behavior Support Service
- Occupational Therapy
- Child and Adolescent Mental Health Service
- Counselling Services
- Assistive and Augmentative Technology Services
- Children's Services
- Traveler and English as an Additional Language Service
- Specialist Pediatricians.
- Hearing and Vision Support Service

f) Inclusion of Pupils with SEND in school activities:(Local Offer sec 9):

- The school site is largely wheelchair accessible
- We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users.
- Visual support and timetables are used in all classrooms.
- A multi-sensory curriculum caters for their learning styles of all pupils
- We have an accessibility plan, which is available to view.

(Local Offer sec 8):

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.

Health and safety audits will be conducted as and when appropriate

g) Emotional, mental and social development support:(Local Offer sec 5, SEND Policy)

- Nurture groups/ ELS (Emotional Literacy Support)
- Social skills and friendship groups
- ‘Pupil voice’
- Behaviour programmes including rewards and sanctions.
- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. If your child has significant medical needs you will need to speak to the Inclusion Manager to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.
- The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the SENCO.

#### **4. Special Educational Needs Co-ordinator:**

Sarah Salisbury [office@chilokeford.dorset.sch.uk](mailto:office@chilokeford.dorset.sch.uk)

#### **5. Expertise and training of staff: (Local Offer sec 7)**

- The Head Teacher is the Continuing Professional Development (CPD) Co-ordinator for class teachers, and the SENCO is the CPD Co-ordinator, for Teaching Assistants. Both roles ensure that all staff have the skills they require to support pupils.
- Skills audits are carried out and a rolling programme of training is delivered by the Inclusion Manager or outside services.
- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with medical care plans such as epilepsy, diabetes, hydrocephalus, and epi-pen training.

- SENCO holds a masters level qualification for SENCO Accreditation, an OCR lev 5 certificate for teaching children with specific learning difficulties (dyslexia), a certificate in managing children with ASD and regularly attends briefings and relevant training events to keep up to date with local and national initiatives
- Teaching Assistants have attended courses which enable them to deliver support for children with SEND in the following areas: Emotional Literacy, Maths, Writing, Spelling, Autism, Speech and Language, Occupational Therapy and Behaviour Management.

## **6. Equipment and Facilities: (local offer sec 11)**

- The school site is largely wheelchair accessible
- We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users.
- Visual timetables are used in most classrooms.
- Some acoustic adaptations have been carried out to support hearing impairment.
- IT assessments have been carried out to assess the needs of individual pupils and appropriate resources have been allocated
- The school seeks advice from specialist services regarding the use of specially adapted furniture or pieces of equipment and implements the use of such equipment appropriately.
- We have an accessibility plan, which is available to view.

## **7. Involvement of Parents: (Local Offer Section 13)**

- All parents are actively encouraged to take part in the school community. This may include in assemblies, Collective Worship, workshops, sharing skills and school visits, PTFA(Parent,Teacher and Friends Association)
- Parents are involved in the writing of their child's IEP (Individual Educational Plan)and are invited to termly progress meetings.
- The school has a SEND parent forum which meets termly to discuss provision and procedures.
- The school holds meetings to inform parents about SEND policies and initiatives

## **8. Involving children with SEND in their education:**

(local offer Section 3)

- Pupil progress meetings are held three times a year with the Class Teacher and SENCO to discuss suitable teaching programmes for each child, which is monitored by the Headteacher.Pupils are made aware of their progress
- Reviews of learning targets are held three times a year with the SENCO, pupil and class teacher and new programmes or support are organised as necessary, leading to personalised learning.
- Pupils are encouraged to be aware of their personal targets



- Pupils are encouraged to attend reviews where appropriate (including Person Centred Reviews)

## **9. Complaints from parents of children with SEND and from children with SEND:**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

- St Nicholas CEVA School publishes its Complaint's Policy on the school website; this information can be found :[www.childokeford.dorset.sch.uk](http://www.childokeford.dorset.sch.uk)

## **10. Involvement of external agencies by the Governing body:**

The SENCo reports twice a year to the governing body of St Nicholas CEVA Primary School and meets regularly with the SEND governor to discuss strategies and systems. The governing body may also access records of referrals made by the SENCO.

## **11. Contact details of Support Services for parents of children with SEND:**

A variety of documents and a directory of services is available in school and relevant publications are circulated as appropriate.

The school seeks to promote support services by inviting groups in to meetings and by sign posting parents to relevant workshops and courses.

## **12. Supporting pupils in transfer to other educational settings:**

(local offer sec 10)

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between Inclusion Manager, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition
- Good transfer of all SEN information.
- Previous schools contacted for information sharing.
- Flexible entry to Early Years Foundation Stage class in Reception

- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups)

### **13.Local Authority`s Local Offer:**

This can be found at :[familyinformationdirectory.dorsetforyou.com/kb5/dorset/.../localoffer](http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/.../localoffer)

**REVISED September 2016 (Sarah Salisbury)**