

SEND Information Report

December 2017

SEND CO-ORDINATOR: Mrs Wynne

SEN Governor: Mrs Drayton

Dedicated SEND time: 3.5 days

Whole School Approach

Across the school, from Nursery through to Year Six, all planning is fully differentiated to meet the needs of individual children irrespective of their skills base and the level in which they are currently working. This will ensure that all children reach their full potential. The provision and progress for all children is the responsibility of the Class teacher. High quality first teaching and additional „catch-up“ intervention is available to all children and adapted to suit the needs of individuals. We have high expectations embedded within our school ethos and aim to provide a personalised approach to learning. We also believe that all children are entitled to be fully included in all aspects of school life and therefore ensure ALL of our learners have access to a broad and balanced, relevant and differentiated curriculum which meets individuals“ needs whilst allowing them to develop their social skills.

Underpinning ALL our provision in school is the graduated approach cycle of:



We recognise the importance of early identification and assessment. We aim to ensure all children’s learning and behaviour difficulties are identified and assessed, and the curriculum is planned to meet their needs.

All teachers are responsible for every child in their care, including those with special educational needs.

ASSESS	Initial concerns regarding your child needing extra support will come from the Class teacher and be discussed with you. Assessment and monitoring will follow to identify what intervention they need to offer your child to enable them to make progress.
PLAN	In collaboration with the child, parent/carer and other professionals targets and support will be identified focusing on the outcomes for the child. Class teachers will plan quality first teaching lessons including differentiated resources to support your child and work closely with support staff in their lessons to ensure your child is able to access the work and make progress.
DO	Within the classroom, your child receives quality first teaching and is supported with targeted activities/interventions over several weeks, which are co-ordinated and assessed, adapted or altered by the class teacher to ensure maximum impact.
REVIEW	Outcomes are reviewed at least half termly by the class teacher to ensure support is focused and specific. Termly meetings with the SEND Co-ordinator, class teacher, parent/carer and child is then used to feed into the next cycle of support.

Parents/carers can access support when they have concerns regarding their child's progress by speaking to the class teacher, arranging a meeting with the SEND Co-ordinator, or emailing sen.saw.northlincs@dbprimary.com.

SEND needs:

The four broad areas of need and support are:

Communication and interaction	<p>Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops.</p> <p>For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.</p>
-------------------------------	---

	<p>The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short term difficulties.</p>
<p>Cognition and learning</p>	<p>Children and young people may learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy</p> <p>“A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (2013 SEN Code of Practice)</p>
<p>Social, Emotional and Mental Health</p>	<p>Children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing. Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.</p> <p>The social wellbeing of all our children is very important to us. This year we have expanded our inclusion team and now have a full-time learning mentor, behaviour mentor and pastoral mentor. They help children experiencing difficulties in the classroom environment and provide nurture. There is also the facility for these children to work in a smaller group setting away from the main class, when needed.</p> <p>We also have a counsellor who is in school</p>

	1 day a week.
Sensory and/or physical needs	<p>Where children and young people have a visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.</p> <p>We aim to ensure all children can access the school environment fully and strive for inclusion of all children within the capabilities of our school.</p>

We provide children with strategies of self-control to manage their own behaviour and to support their peers. We encourage good behaviour and good choices for all children.

Medicines are administered by the welfare officer. A health care plan is created in discussion with the child's parent, as they know their child best.

As of December 2017 we have 64 children on our SEND register, receiving additional support. This equates to 15% of the school population. Three children have an Educational Health Care Plan. In addition to this one referral has recently been rejected and there are a further two children working through the referral system with a further four children gathering evidence to support a referral.

We support all children; initially we intervene, providing targeted high quality teaching. Decisions are made in discussions with parent/carers. For children facing difficulties and requiring additional support we DO intervene at the earliest opportunity.

Our internal processes for monitoring the quality of provision and assessment include:

Guidance from the SENDCO on identifying children with SEND

Lesson observations to ensure high quality first teaching

Review of individual pupil profiles

Pupil progress meetings to discuss all children.

Moderation across year groups

Consulting with children, young people and their parents/carers

Involving parents/carers in planning and reviewing progress is done through:

Parent's Evening, providing opportunities to discuss progress and difficulties.

Annual report, detailing progress from the previous academic year for their child.

Parent/carer meetings with class teachers

Through child centred reviews held with parent/carers and children; celebrating achievements as well as discussing next steps and desired outcomes.

Pupil profiles for children needing extra support

All parents/carers can be assured that they will be kept fully informed on how their child is progressing. Communication and a learning partnership between school, parent/carers and children is vital and therefore regular contact is necessary. The class teacher will provide ideas and support parents/carers in supporting their child at home. Additional support can be given through the Learning mentor, Behavioural mentor and Pastoral mentor. Part of this support will be provided through open afternoons, workshops, drop-ins and breakfast activities.

Staff Development

We are committed to developing the ongoing expertise of all our staff. Various training relevant is completed throughout the school year.

The designated Special Needs Coordinator is Mrs Wynne. She has the National Qualification for SEND gained at Liverpool University 2016. **Check date and title of qualification.**

Staff Deployment

Considerable thought and planning goes into utilising our staff support to ensure all children achieve the best outcomes, gain confidence and are prepared for their future. All classes have at least one TA that is based within the classroom. Within classes the overall responsibility for targeted and affective support for individual children is the class teacher. This support may take place in and out of the classroom. Some children requiring personalised provision receive additional funding from that within the school budget. These children will have designated TA time.

Within school we have a range of strengths and skills across staff. To support all children fully we may work with the following agencies –

Educational Psychologists

Counsellor

Speech and Language Therapist

Autism Spectrum Education Team

Primary Behaviour Support Team

Occupational Therapists

St Luke's Outreach team

Act Fast

Wyredale Road

LA Support services – Inclusion, Pastoral and Education Welfare Officer

Get Going

Drum Therapy

Equine Therapy

YoYogaSoul

Some of these services are paid for through a Service Level Agreement with the Local Authority or they are paid direct to the outside agency.

The effectiveness of the provision

Intervention impact is measured to ensure all children make progress. For some where this is very small steps, additional support has been sought from St Luke's for example.

Personalised planning and individual targets also ensure progress is maintained.

The SENDCO is implementing the 'GOOD to GREAT' strategic management tool to further analyse all data and the effectiveness of provision throughout this academic year.

School Partnerships and Transition.

School transition plans are in place for all children.

On entry to school this involves:

- Visits to the school for parents/carers and children
- Home visits
- Discussions and visits to professionals involved with the children.

When children leave our school we work closely with the receiving school to ensure a smooth transition. Follow-up meetings/calls take place after transition to ensure the child is settled.

Within school, children with a special educational need are fully prepared for changes, e.g. moving classroom, a new teacher or a new school. At times this may include regular visits, transition books detailing the new school/classroom/teachers to be used at home. This is in addition to the transition procedures we have in place for all children.

Complaints

See school website for the Complaints procedure.

If parents/carers have any questions or require further information please contact us. If your child currently attends school, please speak to the class teacher. The school's SENDCO is also available for any further discussions you may like to have.

We have received no formal complaints relating to SEND.

Relevant policies underpinning this SEND information report include:

SEND Policy

Equal Opportunities Policy

Disability, Equality and Diversity Policy (including access plan)

Legislative Acts taken into account:

Children and Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

Date compiled: January 2018

Review: January 2019