

The SEND report is written to meet the legislative requirements for SEN information reports as set out in section 69 of the Children and Families Act 2014, which includes: paragraph 3 of schedule 10 to the Equality Act 2010, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014, schedule 1 of the Special Educational Needs and Disability Regulations 2014, and section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'.

SEND Information Report September 2018

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| <p>What types of SEN do we provide for?</p> | <p>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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> • have a significantly greater difficulty in learning than the majority of others of the same age; or • (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions. (Taken from paragraph xiv, SEN Code of Practice 2015). • A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act 2014)' (SEN Code of Practice 2015) <p>The difficulty or disability may relate to:</p> <ul style="list-style-type: none"> • Communication and interaction • cognition and learning • behavioural emotional and social development • sensory or physical conditions |
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| | <p>The school complies with the Disability Discrimination Act, through ensuring equal access to both the school's building and curriculum. There is a wheelchair access to the building and the school has disabled toilets. The school does not have any specialist provision or unit for SEN. Pupils with SEN are admitted to the school on the same basis as any other child, as outlined in the school Prospectus. The Governing Body uses the LA admissions criteria. The school welcomes applications for admission from the parents of pupils with mobility difficulties and has wheelchair access. Most of the school is wheelchair accessible and there are accessible toilets for disabled pupils.</p> |
| <p>How do we identify and assess pupils with SEN?</p> | <p>The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.</p> <p>A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. Parents are informed of all steps in this process.</p> <p>Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.</p> <p>The Class Teacher is responsible working alongside the child and parents to write Individual Education Plans and One Page Profiles. These will provide details of the child's needs, targets and success criteria. The Class Teacher has responsibility for managing and keeping the Individual Education Plans and One Page Profiles updated. Class Teachers are supported by specialists from outside school who meet with parents and school staff for Review meetings as required.</p> |
| <p>Who is our special educational needs co-ordinator (SENCO) and how can she/he be contacted?</p> | <p>Mrs Knowles, the Assistant Headteacher, is SENCO. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies. She will attend and deliver appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register.</p> <p>When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist support from external agencies will be sought.</p> |
| <p>What is our approach to teaching pupils with SEN?</p> | <p>Following the SEN Code of Practice, the School uses a graduated approach when meeting the needs of children with SEND. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. In School we call this 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.</p> |

For some children this may not be enough to help them make expected progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support the School will monitor them according to the SEN Code of Practice. You will be kept informed of the additional support that your child is receiving. A One Page Profile (OPPP) will be written for your child, with your input which you can discuss with the class teacher. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated. You may be asked by school to support your child's learning by carrying out some simple tasks at home such as extra reading practise, or providing opportunities to practise new skills that have been taught in class.

The School will monitor your child at this stage for a period of time, and inform you of their progress. Often this level of support in addition to the classroom curriculum differentiation will ensure that your child starts to make expected progress. However, for some children this may not be enough and the School, with your permission, will make the decision to increase the level of support provided. This means that the School have decided to involve some external professionals or agencies to provide them with more specialist advice. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a Medical Professional.

As more people become involved in helping the School to meet your child's needs, your child's class teacher, SENCO, or Learning Mentor in School may feel it appropriate to talk to you about starting a My Support Plan. This will record the additional more specialist strategies and interventions that will be required to help overcome the barriers to your child's learning. In addition, some staff or the whole school may undertake specific training to ensure that the environment and strategies used are appropriate to meet a child's needs and staff have the relevant skills. Again, you will be kept informed throughout the process and will be able to make suggestions as to how you can support your child at home. For the majority of children, actions taken using this graduated approach often mean that they begin to make expected levels of progress. If this is the case, then school, following discussions with yourself, may decide to continue to monitor your child or even decide that he/she no longer needs any additional support because they are making good progress.

Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the class teacher, SENCO or Headteacher may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, then school will collect together all your child's information and with your permission send it off to the Local Authority for them to review it at a panel meeting so that they can make a decision whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place school will continue to meet your child's needs.

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| | <p>Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice. The SENCO will be able to explain the process and timescales to you or alternatively you would find this in the SEN Code of Practice. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process for example from the Information, Advice and Guidance Service for Parents (also known as Parent Partnership Services).</p> |
| <p>How do we adapt the curriculum and learning environment?</p> | <p>Intervention: Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of: using different learning materials in the classroom making reasonable adjustments within the physical environment making reasonable adjustments to routines Support Staff in the classroom a more focused level of support in a small group withdrawn from the class focused work to be completed at home</p> <p>Frequency and Timing of Support This is arranged and timetabled by the SENCO, Class Teachers and professionals from outside agencies. Teachers, generally provide the intervention so that they can adapt provision according to need.</p> <p>Organisation of Support Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. School adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories: Direct or indirect support in the classroom Focused withdrawal support from the classroom Disapplication and Modification The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.</p> |

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| <p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p> | <p>Where possible, all resources will be modified and adapted accordingly to enable access and appropriate use. Any modifications will be made in advance of lessons. Children who require assistance or support to use resources shall have this appropriately.</p> |
| <p>How do we consult parents of pupils with SEN and involve them in their child's education?</p> | <p>The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through parent consultations, school newsletters, annual reports, SEND reviews, school website and twitter updates.</p> <p>We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.</p> |
| <p>How do we consult pupils with SEN and involve them in their education?</p> | <p>Informal review and liaison between parents, support staff and class teachers occurs frequently.</p> <p>Pupils are given multiple options to express their own views. Person/Child Centred Planning approaches will be used to represent the pupil's views if they are unable to express them. Pupils are invited to attend all review and target review meetings to express their own views where appropriate.</p> |
| <p>How do we assess and review pupils' progress towards their outcomes?</p> | <p>Informal review and liaison between parents, support staff and class teachers occurs as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with LA guidance. Statements / EHC Plans are subject to annual review which will include information about the child's progress. Further reviews can be arranged at any time if significant concerns arise.</p> <p>OPPP's are review termly or more often, if required, in collaboration with the class teacher(s), support staff, parents and the child. Small step targets are reviewed and progression is discussed. New targets are set if required.</p> <p>Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.</p> <p>Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6.</p> <p>If a child is not making the expected progress, then we identify a need and determine the reasons why. Adequate progress is defined as that which:</p> |

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| | <ul style="list-style-type: none"> • closes the attainment gap between the child and children of a similar age • prevents the attainment gap growing wider • is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers • matches or is better than the previous rate of progress • ensures that a child has full access to the curriculum in line with their peers • demonstrates an improvement in self-help, social or personal skills • demonstrates improvement in a child's behaviour allowing them to be receptive to learning. <p>Record Keeping Records are kept on each child. These files are stored in lockable filing cabinets in the administration office. They also contain correspondence from outside agencies. Care Plans and Medical requirements are kept on an individual basis for children as required.</p> <p>The school's flexible approach to intervention allows for children to access support and intervention as and when necessary. Children can also be added or removed from the SEND Register following consultation with the SENCO, parents and external agencies.</p> |
| <p>How do we support pupils moving between different phases of education?</p> | <p>Transition work is not just carried out between key phases, it is carried out on an annual basis. Pupils are prepared for the transition to their new class teacher through visits, transition booklets containing both written and visual information. All assessment information and individual pupil needs and requirements, intervention programmes and specialist equipment is shared between the current and receiving staff.</p> <p>At the point of transition to a new school or a high school, the SENCO will meet with the receiving schools SENCO to ensure all information is accurately shared along with all records.</p> <p>Additional transitions are put into place by the catchment high school to ensure a successful transition. Additional transition visits are made for pupils at all key stages to meet their individual needs.</p> |
| <p>How to we support pupils preparing for adulthood?</p> | <p>The school provided a personalised programme to enable them to develop their areas of need such as:</p> <ul style="list-style-type: none"> • developing self-help and care skills • developing independence • communication skills with peers and adults • additional and robust secondary transition • support for parents to manage expectation, progress and aspirations. |
| <p>How do we support pupils with SEN to improve their</p> | <p>Intervention programmes are ran with individuals and groups of children to develop their emotional and social skills. These include</p> <ul style="list-style-type: none"> • musical interaction |

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| <p>emotional and social development?</p> | <ul style="list-style-type: none"> • social stories • Talk about • Social Skills • Lego Intervention <p>We are have the following support in place for additional support:</p> <ul style="list-style-type: none"> • parent meetings • peer / pupil voice • Nurture group time • referrals to support agencies such and CFIT, CIAT, CAMHs. |
| <p>What expertise and training do our staff have to support pupils with SEN?</p> | <p>Our staff are extensively trained across a wide spectrum of need. Training is identified after analysis of the children's needs. A training record is kept up-to-date in school allowing the senior leadership team the opportunity to deploy staff according to the needs of children and individuals. The school employs a SENCO with over 10 years experience in working with SEND children. She has experience across a wide spectrum of need.</p> |
| <p>How will we secure specialist expertise?</p> | <p>When a child is demonstrating further cause for concern or their learning need is more complex than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:</p> <ul style="list-style-type: none"> • a child continues not to make adequate progress • continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness • continues to have difficulty in developing Literacy and Numeracy skills • has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme • has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service • has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning • a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school <p>For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.</p> <p>A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with</p> |

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| | <p>parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given. The external specialist may:</p> <ul style="list-style-type: none"> • act in an advisory capacity to refine targets set by the school • extend the expertise of the teaching Staff • provide additional assessment • be involved in supporting the child directly • suggest that a statutory assessment is advisable • consult with all parties involved with the child • advise that a My Support Plan (MSP) is written-this will contain all information about the child and their progress to date. All parties, including health and other agencies involved with the child contribute to this plan. <p>When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Wakefield.</p> |
| <p>How do we secure equipment and facilities to support pupils with SEN?</p> | <p>Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows these children access to all areas of learning. The designated points of entry for our school allow wheelchair access.</p> <p>The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aides and services for disabled pupils. The Act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes for example may not have special educational needs but may still have rights under the Equality Act. We will assess each child as required and make the appropriate provision based on their identified needs.</p> |
| <p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p> | <p>In order to involve other organisations in meeting the needs of pupils with SEN and supporting their families we share information with the Local Authority which may include:</p> <ul style="list-style-type: none"> • information about the child's progress over time • documentation in relation to the special educational need • details of action taken by the school to meet the child's special educational needs • particulars of any special resources or arrangements put in place. • records of regular reviews and their outcomes • health reports, including medical history where relevant national assessment levels and reports or records of |

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| | <p>progress compiled by the teachers educational and other assessments, for example from an advisory teacher or an Educational Psychologist</p> <ul style="list-style-type: none"> • reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services). <p>All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.</p> <p>If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.</p> |
| <p>How do we evaluate the effectiveness of our SEN provision?</p> | <p>The school reports on the effectiveness of SEN pupils via the Governing Body. This is through the Standards Committee and the Main Governing Body Meetings. The Head teacher presents a report to Governors 3 times a year and highlights the effectiveness of our SEN provision. Statutory testing and reporting arrangements are also adhered to. Progress of pupils is tracked internally and monitored throughout the year.</p> |
| <p>How do we handle complaints from parents of children with SEN about provision made at the school?</p> | <p>The school has a complaints procedure that is published on our website and available in a hard copy from the school office; however, we hope that as an inclusive school that parents are able to talk to us directly and to work with us to help us understand their concerns and talk about provision. We aim to work collaboratively with parents and children to develop our provision to meet the needs of the children in our school, wherever possible.</p> |
| <p>Who can young people and parents contact if they have concerns?</p> | <p>In the first instance they are encouraged to contact the SENCO; Mrs Knowles. Mrs Ashton, Mr Benson, Mrs Knowles, Terry Carter (Chair of Governors) are all Designated Senior Leads for Safeguarding in school.</p> |
| <p>What support services are available to parents?</p> | <ul style="list-style-type: none"> • The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through parent consultations, school newsletters, annual reports, SEN reviews, school website and twitter updates. • We endeavour to create positive links with our parents by operating an 'open door' policy. Pupils and parents are at the heart of decision making, ensuring high quality individual education pathways are carefully planned around |

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| | <p>the specific needs of the child. We try to accommodate parental availability when planning meetings.</p> <ul style="list-style-type: none"> • School Agency Partners include: • Education Psychologist • Learning and Cognition Team • Communication, Interaction and Access Team • Child and Adult Mental Health Service • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Hearing Sensory Support • Visual Sensory Support • Behaviour and Exclusion Support Team • Health Service • Welfare Service • Social Services • Pre-5 Service • REACH Team (Looked after children) • SENART (Special Educational Needs Assessment and Review Team) |
| <p>Where can the L.A.'s Local Offer be found?</p> | <p>The Local Offer Wakefield's SEND Local Offer can be obtained from http://wakefield.mylocaloffer.org/Home</p> |