

SEN Information Report:

Hartshorne C of E Primary School

We hope that this information is useful to parents and supports you if you think your child has special educational needs.

The **Special Educational Needs Code of Practice September 2014** gives guidance to educational settings that help to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

The Code of Practice 6.79 states that the governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

Principles underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

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. 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)

Mrs Sara Mindham is the **Special Educational Needs Coordinator** at Hartshorne C of E Primary School.

The Senco has day-to-day responsibility for the operation of SEN policy and co-ordinating 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 pupils with SEN 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 'adapting 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 'intervention' 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 talk to your child's class teacher, to the SENCO, class teacher, or to the head teacher straightaway.

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 or head teacher or 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 will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you want 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 or from national or local voluntary organisations.

<http://www.derbyshiresendlocaloffer.org/>

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.

In school we provide a variety of support linked to the above needs for example:

A differentiated /adapted curriculum

Visual timetables

Small group support with a teacher (Quality First teaching) Small group support with a teaching assistant

Individual support with a teacher

Individual support with a teaching assistant Booster groups

Specific programmes such as: Sounds Write, Positive Play, Nurture Group, Talk Boost, Neli, Reading Inference, Precision Teaching and Social Stories.

We also refer to specific guidance and strategies as are suggested in the Derbyshire Friendly Files, A Child with Autism in my Class, the DCC

Our staff are trained to support pupils with special educational needs.

SENCo briefings and updates are attended to ensure all the up to date information is disseminated. Specific programme training is accessed e.g. for Positive Play, Sounds Write, Positive Play, Nurture Group, Talk Boost, Neli, Reading Inference, Precision Teaching, ASD to name but a few.

How is SEN identified and assessed?

Only a few pupils will require interventions which are **additional to** and **different from** the 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:

- Baseline entry Early Years Foundation Stage
- End of Key Stage attainments
- 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.

We hold consultation meetings for parents three times a year to report on progress. However, it may be more frequently in some cases depending on the needs of the child.

Class teachers are responsible for the arrangements for assessing and reviewing children and young people's progress towards outcomes in consultation with the SENCo and Headteacher. This will include opportunities to work/liase with parents and young people as part of this assessment and review.

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 1998. 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.

Children and young people are supported in moving between phases of education.

Children are given the opportunity attend transition sessions before starting school to become familiar with the setting and staff.

Children may spend additional time in specific classrooms where the curriculum may best suit their educational development. Additional visits to new classes or next school may also be arranged to ensure all pupils make a smooth transition into their next phase of education. Staff from the next phase are always involved with transition visits and parents are involved to enable them to feel secure in what we are doing to support their child.

To support transition, 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.

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 or adapting 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 small group and individual support mainly alongside pupils in the classroom. However, pupils may be withdrawn to receive support for a specific programme e.g. where the resources need to be actively used and displayed for group work. This work may take place in the school library Positive Play room or another classroom.

Equipment

Adaptations are made to the curriculum and the learning environment of children and young people with special educational needs. For example pupils may be given zones or quiet areas in which to work or a particular work station. Work may be produced in a larger print format for pupils with visual impairment. Pupils may need to access the building in a particular way due to having a physical disability.

The school has an Accessibility Plan to support the needs of all pupils.

We evaluate the effectiveness of the provision made for children and young people with SEND through pupil progress review meetings. The SENCo and the Class teacher and support staff

will meet to discuss the progress of the pupil in light of the objectives the child is required to achieve. Parents are included in the review and monitoring of progress through meeting the class teacher and /or the SENCo to discuss the Plan or review. Through regular on going assessments progress is measured and recorded. If external agencies are involved they will be invited to take part in the review and evaluation of progress meetings. A map of provision for each pupil is recorded to ensure that there is a record of support and intervention to support the pupil.

Our school is inclusive **ALL** 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. If additional support is required to enable pupils to take part the school will make adjustments to allow this to happen.

Our school provides support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying. Internal support through our SEAL (Social, Emotional Aspects of Learning) curriculum, Circle Time, Positive Play, teaching assistant support, worry boxes and our annual Anti-Bullying week in addition to our E-Safety work support pupils well-being. External support is purchased should it be required through Talk Time. We use the DfE guidance: 'Bullying involving children with SEND, Safe to learn: embedding anti-bullying work in schools'.

There is a Complaints Procedure Policy in school for handling complaints from parents of children with SEN. Copies of this policy are available on request.

All complaints are taken seriously and investigated.

Children and young people who are looked after by the local authority and have SEN will have Personal Education Plans and links to Local Authority services. The Designated Person for Children in Care is Mrs Sarah Layhe Humphreys Any concerns may be discussed with Mrs Sarah Layhe Humphreys. PEP meetings will be held at regular intervals throughout the year.

The school fully supports the Derbyshire County Special Educational Needs and Disabilities Local Offer and this can be accessed by parents by following this link.

<http://www.derbyshiresendlocaloffer.org/>

Details of our broad and balanced curriculum provided in each year, is available on our school website.

Our school makes data on the levels and types of need within the school available to the local authority. 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. Such data, is collected through the School Census, it is also required to produce the national SEN information report.