

Linby cum Papplewick C.E. Primary School

SEND Report 2018-19



Special Educational Needs The School Caters For:

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:

- a) 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.

Our school caters for the full breadth of special educational needs as categorised below:

Cognition & Learning Needs

This includes children who have difficulty with learning, thinking and understanding or who have developmental delay. They may have features of moderate, severe or profound learning difficulties or specific learning difficulties (dyslexia and dyspraxia).

For example:

- language and communication difficulties

Communication & Interaction Needs

This includes children with speech and language difficulties and disorders and autistic spectrum disorders including Asperger's Syndrome.

For example:

- Communication difficulties inhibit participation, understanding and contribution to activities in classroom.

- Difficulties in making and maintaining relationships.
- Rigid thought, making the pupil inflexible and unlikely to cope with change.

Social, Emotional & Mental Health Needs

Pupil's behaviours present a barrier to learning.

For example:

- difficulties in making and maintaining relationships (becoming withdrawn & isolated),
- disruption to social and emotional wellbeing, unhappiness/ stress,
- un-cooperative behaviour and emotional withdrawal.

Sensory, Medical & Physical Needs

This includes children with a range of significant visual or hearing difficulties and children with physical disabilities which impede their learning in school and their ability to take part in the curriculum.

For example:

- dependence on adult support to meet care, mobility needs or medical needs
- access to curriculum requires support due to sensory needs e.g. BSL interpretation.

Children do not fall into neat categories and some have needs in more than one area.

Identification of pupils needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle

enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching

assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of

targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Level of Pupils with Special Educational Needs and Disability

13% of pupils were on the school SEND register as having Special Educational Needs and Disability. No children had Education Health Care Plan.

Effectiveness & Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year at regular termly review meetings.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. *The evaluation is carried out by the SENCo/Headteacher and SEN governor and information is gathered from different sources such as parents evenings/ consultation evening/ feedback forms. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.*

Evidence collected will help inform school development and improvement planning.

Overall progress for pupils with SEN exceeded progress for pupils without SEN in the 2018-19 academic year. Gaps in attainment were successfully narrowed.

	% Making At Least Good Progress	% Making Excellent Progress
Reading	100%	75%
Writing	100%	38%
Maths	100%	25%

Approach to Teaching SEN Pupils

Mission To Provide Life –Giving Education

Ethos (*below are excerpts - see Ethos Statement for full details*)

- **Every person** is **loved** by God;
- Every person should be **loved, valued, respected** and be **listened** to; (Children are loved and respected – Matt 19:13-14)
- Every person is **unique** - with unique gifts, abilities, needs, interests, personality and experiences and a unique calling;
- We believe that everyone is a learner and should be encouraged, supported and challenged to become who they are called to be. People's gifts, abilities, needs, interests, personality, experiences and calling may all **change** with time;
- The unique nature of each individual (our identity) is fully manifested & expressed only in **relationship** to others. (1 Cor: 12).
- We see everyone as made in **God's image** – as such having **choice** and thus being a **creative** being;
- We **respect** every individual's God given **freewill** and therefore choice of values, faith and belief system;
- **Equality** - We affirm the God-given value of each person and believe in the equal value of all. We stand for respect and freedom for everyone and understanding between people of different opinions;
- We respect that **education** is a shared responsibility between parents, school and the church;
- **God's love** should permeate all that happens in school;
- The **purpose** of school is both about the **here and now** and the **future** – children should be enjoying their learning experiences in school and the learning should enable all children to develop their talents to the full, realise their God given potential and enable them to fulfil their unique role in creation as part of the body of Christ (the church) and the life everlasting;
- We seek to be an **inclusive** school with an inclusive curriculum;
- The curriculum as a whole and every part of it has a **spiritual** dimension, since everything ultimately relates to God;
- The primary purpose of **assessment** is formative – to enable, encourage and motivate children to do their best and for teachers and the school to reflect on the effectiveness of teaching and to inform planning of teaching and school strategic development. Children should develop a self awareness, good self esteem and self image

and be encouraged to self assess and set their own goals and targets.

Aims and objectives (see *School Mission & Aims for full details*)

- To value every child equally, enabling them to develop a positive self-image and a positive attitude towards others
- To ensure that all children have the opportunity to access, as far as possible, the National Curriculum in a broad and balanced way and to achieve in line with the *Special Educational Needs Code of Practice*.
- To enable all children to participate as fully as possible in every aspect of school life
- To value and develop the individual strengths of children and to use these strengths in order to help them to achieve
- To work in partnership with children, staff, parents and outside agencies in order to best meet the needs of individual children

Equal Opportunities

Equality of Opportunity is about fairness in giving the equivalent opportunity to achieve. Meeting individual needs is integral to the Teaching & Learning at Linby-cum-Papplewick School.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and curriculum co-ordinator and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN

procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. *membership of the School Council, clubs, sports teams etc.*].

As a school we work in partnership with our family of schools in the development of SEN provision and with a local School Behaviour & attendance Partnership to support children's needs in relation to their behavioural needs.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Inclusion of pupils with SEN

The Governing Body oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and any other agencies / support services that are relevant e.g. SBAP.

Curriculum Adaptation & Learning Environment Adaptation

The curriculum is adapted to ensure pupils are able to access it wherever possible (otherwise an individualised curriculum is devised for the child) and learn from their own individual starting points in many ways e.g.

- Differentiation of task
- Differentiation of materials (eg different materials, photocopy with larger print or on a different colour)
- Differentiation of support – additional resources, adult support (repetition of instructions), greater scaffolding, extra time, scribes & transcription, use of word processor & IT aids
- Signing of instructions

The learning environment is adapted to enable access to the curriculum in many ways e.g.

- Use of interactive white boards for visual prompts & scaffolds & colour backgrounds
- Use of appropriate blinds/lighting to support those with visual impairment
- Wider doors, ramps, disabled toilet for access for those with disability
- Rooms specifically designed with décor to support children with visual impairment, ASD & need of sensory adaptation
- Access to quiet areas for working alone away from distraction & over stimulating environment for some activities
- Whenever adaptations are made to the fabric of the building access is considered and the opportunity to further enhance the inclusivity of the environment taken e.g. when a network of paths was designed by the children for the school grounds they were made wide enough and of suitable material for the use of wheel chairs and walking aids

Activities Available to Support pupils with Special Educational Needs & To Support Their Social & Emotional Development

We run many additional support programmes & learning interventions to support the learning of pupils including:

Reading

- Daily individualised reading programmes using materials such as Rapid Read
- Five Minute Box
- Word Shark
- Accelerated Acceleread
- Toe by Toe
- Phonic Intervention Group
- Reading comprehension intervention

Spelling & Writing

- Wordshark
- WordWasp
- Daily Dictation
- Daily focused handwriting interventions
- Bespoke spelling programme (using materials from Local Authority Dyslexia pack)
- Daily Writing Intervention (focused on individual or group targets)
- Speed reading intervention

Maths

- Plus 1
- Power of 2
- Dycalculia intervention & activities
- Numbershark
- Third Space Online Tuition Intervention
- RM Focused Intervention (Individualised Programme)
- Individualised Targets Intervention
- Mathletics Individualised Intervention
- MathsWatch Preteaching
- 1:1 extra-curricular tuition

Balance & Co-ordination

- Funfit Programme & Gross Motor Programme
- Individualised Theraputty & Fine Motor intervention

Other Programmes:

- Individualised Speech & Language programmes
- Counselling
- Circle of Friends
- Individualised Emotional Wellbeing Programmes (inc. anger management)
- Use of Social Stories
- Individualised Behaviour Programmes
- Lego Therapy
- Self Esteem Programme

Links with other schools

The school is a member of National Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Working in partnerships with parents & pupil's

Linby cum Papplewick CE Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through, parent's evenings, provision reviews, and reports at the end of each term & the academic year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with

regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The view of the child is always sought in developing & reviewing support and individual education plan for them.

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mr Domenico Conidi (Head Teacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Mr Domenico Conidi [SENCO]

Specialist SEN provision

As a school we have a very experienced team of teaching assistants with specialisms in many areas including behaviour, Emotional Learning Support, ASD and hearing impairment.

We have 8 members of staff who specialise or have specialised in SEN provision and support. The school allocates a significantly higher proportion of budget than average on support staff to ensure SEN pupils needs are met (approx. 5% more of total budget).

We are committed to whole school inclusion.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates termly SEN staff meetings and annual MAPA update training (management of actual & potential aggression).

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

In the 2018-19 academic year specific training included

- Anxiety Related Non Attendance
- Lego Therapy
- Positive Play Intro (Therapeutic Intervention)
- Behaviour & Behaviour Change
- Calmer Classrooms
- Counselling Referrals
- MAPA (Managing Actual & Potential Aggression) Refresher
- ELSA Training Follow Up (Emotional Literacy Assistant)
- Interventions Refresher inc. AET (Autism Education Trust) Progression Framework, Boxall Profile & Beyond The Boxall, Precision Teaching, Use of PIVATs for Target Setting & SEN, Executive Functioning Intervention
- Memory & Learning
- Foetal Alcohol Syndrome, ADHD, ASD, Dysgraphia
- Neurological Diversity (SENCO)
- Inside I'm Hurting (DT)
- Dyslexia – Early Assessment & Screening,
- The Graduated Response & Self-Directed CPD
- Collaborative & effective working between Class Teachers & TAs,
- The Role of the Class Teacher in the Graduated Response
- Learning Spellings & SEN
- Wordshark (all staff)
- Use of Interactive Screens & I-Pads (inc. for self & peer assessment)
- The Incredible 5 Point Scale & Breakwell Cycle
- The Roachford Review & Assessment updates
- Sensory breaks, ASD & Sensory Processing Disorder
- Restorative Justice – All teaching staff
- Nurture Provision
- First Aid Mental Health Training
- Signs & Symbols Training
- Mental Health – Low Mood & Anger
- Executive Functioning

- ADHD & Scripted Language (INSET)
- Sensory Breaks – Go Noodle (INSET)

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

Facilities for pupils with SEN

The school has a range of specialist SEN facilities in place. These are:

1. Sensory room (relaxation)
2. Room for Fun Fit/Development of Gross Motor & Balance
3. Wheel Chair Access & Disabled toilet for Pupils
4. Time Out Space for self-calming & reflection

We have access to further specialist equipment from specialist support services (eg Visual Impairment, Hearing Impairment, Physical Disability Services, Speech & Language Service, Health etc) which we access as and when required.

Complaints procedure *[please refer to the general complaints procedure.]*

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, in the first instance, to deal with the complaint. They will be able to advise on formal procedures for complaints if further support is required in resolving the matter to the satisfaction of the parent. All complaints are reported to the governing body and complaints regarding SEN provision are specifically discussed with the SEN link governor by the SENCO. The school's SEN governor is Amy Harmston-Hall.

Links with other agencies and voluntary organisations

Linby cum Papplewick CE Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. There are termly multi agency meetings to discuss support required. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- SBAP/Behaviour Support Service
- Social Care
- Speech and Language Service
- Language and Learning Support Service including Autism Specialists & Notts CC Dyslexia Specialist
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Transition

Transition into our School

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Parents whose children gain a place at this school in reception or any other year group will be invited to identify any special needs that their child may have. This is to assist their smooth transition into statutory education. In the event of this information not being provided in adequate time to make the necessary arrangements to meet the child's needs, the school cannot guarantee to deliver the aims of this policy. This may lead to delayed admission or possible exclusion until arrangements are agreed that satisfy the needs of the child and the concerns and practical considerations of the school.

We will endeavour to make transition as smooth as possible. We are confident we can do this if we are able to work in close partnership with parents at all stages.

Transition Into Secondary Education

We work closely with secondary schools' SENCo on the transition of pupils with SEND to ensure the children get an enhanced transition programme (where this would be beneficial) and that all the necessary information is given to the pupil's new school. This includes children who move into a Special School for Secondary Education.

Preparation For Adulthood

In devising Individual Education Plans & A Personalised & Individualised Curriculum there is an emphasis on developing life skills & independence.

Further Information & Support

Further information about EHC Plans can found via the SEND Local Offer:

Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

<http://www.ppsnotts.org.uk/> Helpline 0115 804 1740

Families who live within Nottinghamshire or the City of Nottingham can request an Independent Supporter (for the parent/carer, the young person or both) using the contact details below. The Co-ordinator will allocate you an Independent Supporter as quickly as possible and arrange for her/him to make contact with you.

Independent Support

Telephone: 0115 948 2888

Email: independentsupport@futuresadvice.co.uk

Website: www.ppsnotts.org.uk

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