

SEN Information Report

Introduction

All Northamptonshire Local Authority maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and/or disabilities (SEND) and are supported by the Local Authority to ensure that all children, regardless of their specific needs, achieve their potential in school.

Under the Children and Families Act 2014, Local Authorities and schools are required to publish information about the services they expect to be available for children and young people with SEND aged 0-25. Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. For further information please refer to:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/local-offer/Pages/default.aspx>

The changes in the Children and Families Act 2014 affect the way children with special educational needs and/or disabilities (SEND) are supported in schools. The new approach began on September 1st 2014 and places pupils at the centre of planning.

The key areas of the new legislation are:

- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
- Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
- School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.

How do we identify children and young people with SEN and assess their needs?

There are 4 areas of 'Special Educational Need':

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Children's needs will be identified and met as early as possible through:

- the analysis of data including entry profiles
- classroom-based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time
- information from previous schools/nurseries
- information from other services
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- involving an external agency where it is suspected that a special educational need is significant.

If your child is identified as not making progress, we will set up a meeting to discuss this with you in more detail. We will listen to concerns, plan any additional support your child may need and discuss any referrals to outside professionals to support your child's learning. This will be done as a partnership. Also if you feel that your child has special needs ask for a meeting to discuss your concerns.

If my child has SEND who will be involved?

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Class teacher

Before any SEND are identified your child's class teacher will first make sure your child's learning is suited to them and will adapt the type of task, the way learning is approached, or the way they help motivate your child before seeing the SENCO about the need for anything additional or different. They will use any strategies, equipment or approaches identified as helpful to your child's progress and liaise with Teaching Assistants about the progress of your child in class and with any intervention work they are doing with them. Your child's views will also be sought within this process. The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs Melanie Whitlock

The Special Educational Needs Coordinator (SENCO) will help the class teacher in identifying children with SEND and consider what else can be tried within the classroom. Once children are identified, they then liaise with school staff and help with setting appropriate targets and choosing suitable interventions to help your child make progress. They may assess your child to help them do this and seek their view.

The SENCO is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)

- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Teaching assistants

The Teaching Assistants support your child's learning in class, either by directly working with them, or by working with others in the class to allow the class teacher to work directly with your child. They also take children for small group or one to one intervention work, designed to help your child make greater progress.

The Head teacher: Mrs Whitlock

The Head teacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met. The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mrs Helena Lee

The SEN Governor is responsible for making sure that the necessary support is given for any child with SEND who attends the school.

What are our school's arrangements for assessing and reviewing children and young people's progress towards outcomes?

The monitoring and evaluation of the effectiveness of our provision is carried out in a number of ways, including:

- ongoing assessment of progress made by intervention groups
- feedback from all staff.
- pupil interviews (when possible) when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records and liaison with Education Entitlement Service.

What is our approach to teaching children and young people with SEN?

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual pupils.

Teachers differentiate work as part of quality first teaching

The teacher has the highest possible expectations for your child and all pupils in their class. All teaching is built on what your child already knows, can do and can understand. Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. Specific strategies (which may be suggested by the SENCo) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific intervention group work

Interventions may be run, by the teacher or teaching assistant (TA) in the classroom or shared area.

How are adaptations made to the curriculum and learning environment of children and young people with SEN?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs. All teaching is based on building on what your child already knows and understands. Different ways of teaching are in place so that your child is fully involved in learning in class. For your child this may involve using more practical learning, different resources, using technology or additional adult support. Your child's class teacher will have carefully assessed your child's progress informally and formally and will know where there are gaps in understanding or learning, they will decide when additional support is needed. Specific resources may be used including:

- A learning bay to limit distractions
- Pencil grips to support control and to improve handwriting
- Sit-fit cushion to support with posture and to reduce fidgeting
- Visual prompts to remind children of learning
- Visual timetables to develop sequencing of the day
- Prompt cards such as I need help or a timeout card
- Individual behaviour chart
- Home/school communication book
- Sensory toys

The school building is fully compliant with DDA requirements. The school is on a single level with easy access and double doors and ramps. There are two disabled toilets. We ensure where ever possible that equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children; including those with SEN. Extra-curricular activities are accessible for children with SEN.

How does our school evaluate the effectiveness of its provision for children and young people with SEN.

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Headteacher and SENCo every term in reading, writing and numeracy. At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). Where necessary, children will have an IEP with targets se specific to their needs and designed to accelerate learning and close the gap.

Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made. The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

As an inclusive school, every child has the opportunity to access all areas of the curriculum. Therefore provision for trips and activities will be adapted to meet individual needs, this includes our residential. Any child needing specific help will have this discussed between school and home before any visit or activity.

What support is available for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?

Unless children are happy at school, learning is not as effective as it should be. Our school has a good history of supporting children who are struggling with emotional difficulties. In addition to the high quality class teaching, we run specific programmes for small groups of children. These are most often run by a teaching assistant but under the direction of the class teacher or the SENCo. We use these sessions to focus on targets to help make progress in specific areas. We also use individualised programmes usually on a one to one basis, often supported by outside agencies.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENCO attends relevant training and Inclusion network Meetings in order to keep her knowledge of SEND and the strategies and interventions up to date along with current developments with SEND. Her role is then to deliver or organise training relevant to the needs of the school, to all members of staff.

How are the school's resources allocated and matched to children's special educational needs?

The school budget includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

If your child continues to make little or no progress, despite high quality teaching targeting their needs, the class teacher and the SENCO will assess whether the child has a significant learning difficulty. Where this is the case, in consultation with yourselves as parents/carers, an agreement about the level of SEND support that is required will take place. The support will be carefully monitored to look at the impact. If there is no or very little impact, it may be necessary to apply for an Education Health and Care plan to further support the child's needs.

Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including equipment). If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

What are the arrangements for consulting parents of children with special educational needs and involving them in their child's education?

Class teachers and teaching assistants observe and assess your child throughout each lesson. This knowledge, in addition, to the information collected during planned assessments helps the class teacher to make judgments about your child's strengths and areas for development and progress made. The teacher highlights concerns about progress and identifies any difficulties within the learning. A support plan may be suggested to monitor progress.

This information is shared with parents/carers. Progress will be reviewed with your involvement and plans and targets made for the next term. This will include an element of support from home. All information from outside professionals will be discussed with you. In addition to the designated meeting, the class teacher is regularly available to discuss any concerns you may have.

The progress of a child with a statement of SEND or an education Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

What are the arrangements for consulting young people with SEN and involving them in their education?

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families?

Specialist groups run by outside agencies

In line with the SEN Code of Practice 2014, when a child has been identified by the SENCO /class teacher as needing some extra specialist support in school from a professional outside the school advice may be sought from e.g. Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need), or outside agencies such as the Education Psychology Service (EPS). You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist.

This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) from 1st September 2014. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need) or outside agencies such as the Speech and Language Therapy (SALT) Service.

Statutory Assessment

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the support your child will need and what strategies must be put in place. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. It will also have long- and short-term goals for your child.

Local Authority Provision delivered in school includes:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)

Health Provision delivered in school includes:

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)

What arrangements are there for supporting children when they are leaving this school?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school. We will make sure that all records about your child are passed on as soon as possible.

For children in Year 6, the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

What arrangements are made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

Your first point of contact is always the person responsible; this may be e.g. the class teacher, the SENCO or Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher then speak to the SEND Governor.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

For contact details and information please refer to www.northamptonshire.gov.uk