

Special Educational Needs & Disabilities (SEND) at St. Andrew's C.E. Primary School

St. Andrew's C.E. Primary School, Nesscliffe, is a small, happy rural school in the heart of the Shropshire countryside. We currently have 51 pupils on roll, organised into 3 mixed aged classes. In Rubies we have Reception, Years 1 and 2, in Emeralds we have Years 2, 3 and a year 5 pupil, and in Diamonds we have Years 4, 5 and 6. Our class organisation is flexible and depends on class numbers, abilities, aptitudes and social skills. We currently have 4 pupils on our SEN register, which is 8% of our pupils on roll. We have no LAC (looked after children) SEN pupils at the moment.

SEN Information Report

In line with the new SEN Code of Practice, 2014, all schools are required to produce a SEN Information Report. Please see below for our full SEN Information Report, outlining our Local Offer.

What is the Local Offer? *The draft Children and Families Bill (2013) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below forms our local offer and shows how we have, for many years, provided for children with Special Educational Needs and Disabilities. Under the new legislation, local authorities and schools are required to provide a "local offer" so that parents are clear what to expect.*
<https://www.shropshire.gov.uk/local-offer/what-is-the-local-offer>

What is a Special Educational Need and Disability (SEND)? A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision different from or additional to that normally available to pupils of the same age. The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Children's SEND in four broad areas of need:

- 1. Communication and Interaction.** This could include: Speech, language and communication needs (SLCN) - children may have difficulty saying what they want, difficulty understanding what is being said or do not understand or use social rules. Children with Autistic Spectrum Disorder may have difficulties with social interaction, language, communication, imagination.
- 2. Cognition and Learning.** This could include: **Learning difficulties**—children learn at a slower pace than their peers even when changes have been made to the curriculum; **Severe Learning Difficulties (SLD)** where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication; **Profound and Multiple Learning Difficulties (PMLD)** - a child will have severe and complex learning difficulties as well as a physical disability or sensory impairment. **Specific Learning Difficulties (SpLD)** - affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- 3. Social, Emotional and Mental Health Difficulties.** This could include: **Social and emotional difficulties** which may result in a child becoming withdrawn or isolated or displaying challenging,

disruptive and disturbing behaviour. These behaviours may reflect underlying mental health issues e.g. anxiety, depression, self-harm or eating disorders; **Attention deficit disorder**; **Attention deficit hyperactivity disorder**.

4. **Sensory and/or physical needs.** This could include: A disability which prevents them from making use of the facilities usually provided in a school e.g. **Vision Impairment, Hearing Impairment, Multi-sensory Impairment** (combination of vision and hearing). These children are likely to need special equipment to access their learning; **Physical disability**—some children may need additional ongoing support and equipment to access all opportunities available to other children.

Who are the best people to talk to at St. Andrew's School about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The SENDCo, Mrs. S. Creaser

Responsible for:

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

Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary
- Writing an individual Learning Plan for your child and sharing and reviewing this with parents during parent meetings at least once each term and planning for the next term
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Ensuring that the school's SEND Policy is followed and that the needs of children with SEND are met in the classroom

Headteacher, Mrs. N. Bond

Responsible for:

- The day to day management of all aspects of the school. This includes the support for children with SEND
- She will give responsibility to the Deputy Head Teacher and Class Teachers but is still responsible for ensuring that your child's needs are met
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

SEN Governor, Mrs H Hughes

Responsible for:

- Making sure that the necessary support is made for any child with SEND who attends the school
- Meeting with the SENDCo to review policy

What are the different types of support available for children with SEND at St. Andrew's C.E. Primary School?

Class teacher input via excellent targeted classroom teaching also known as 'Quality First Teaching.'

For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is based on building 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 eg. practical learning, visual learning
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn eg. movement breaks, using special equipment etc.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school will benefit from this review process as part of excellent classroom practice, as the need arises.

Specific/targeted group work within a smaller group of children

This type of support is available for any child who has specific gaps in their understanding or learning.

This 'Intervention' group may be

- More effective inside or outside the classroom
- Run by a teacher, teaching assistant, specialist teacher or SENDCo.

Stage of SEN Code of Practice: SEN Support

This means that a child has been identified by the class teacher as needing some extra support in school, either from an outside professional and/or individual support provided in school.

Your child will have been identified by the class teacher/SENDCo, your concerns will have been discussed, and a plan will have been devised to provide more specialist input, either instead of, or in addition to quality first teaching and intervention groups. 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 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 his/her needs and make recommendations, which may include:

- ◆ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- ◆ Support to set better targets which will include their specific expertise
- ◆ A group run by school staff under the guidance of the outside professional e.g a social skills group
- ◆ A group or individual work with an outside professional. The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups

Specified Individual Support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (usually more than 15 hours a week). It is likely that your child will also need specialist support in school from a professional outside the school. For your child this would mean:

- The school (or you) can request that the Local Authority 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 school have sent in the request to the Local Authority (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), are 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 support package they have in place
- After the reports have all been sent in, the Local Authority will decide whether your child's needs are sufficiently severe, complex and lifelong to require further support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the current SEN Support available through school
- The Statement or EHC Plan will outline the support your child will receive from school and the LA, and what strategies must be put in place. It will also have long and short term outcomes for your child
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups involving your child. This type of support is available for children whose learning needs are
 - Severe, complex and/or lifelong
 - Exceeding a cost of six thousand pounds per year

Who can I speak to if I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak with your child's class teacher first of all
- If concerns about your child's progress escalate, you should speak to the SENDCo, Assistant Headteacher or Headteacher
- If you are still unhappy or concerned about the School's management of your child's education, you can speak to the school SEND Governor.

How will school let me know if there are concerns about my child's learning in school?

If your child is identified as not making expected or reasonable progress, the school will set up a meeting to discuss this with you in more detail. School will

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals they think are appropriate, to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Shropshire LA, includes money for supporting children with SEND
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school
- The Head Teacher, Deputy Head, Assistant Head/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
 - All resources/training and support are reviewed regularly and changes are made as needed

Who are the other people providing services to children with SEN in this school?

School is able to refer to the following outside agencies:

- Learning Support Advisory Teacher (LSAT)
- Spectra Autism Inclusion Service (Spectra)
- Educational Psychologist (EP)
- Severndale Outreach Support (Severndale)
- Speech and language Therapist/Specialist (SALT)
- Occupational Therapist (OT)
- Sensory Inclusion Service (SIS)
- Specific Speech and Language Impaired Children's team (SSLIC)
- Woodlands Outreach
 - Learning Advisory Support (LAS)
 - Autistic Spectrum Disorder specialists (ASD)
 - Behaviour Specialist Team (BST)
- Child and Adolescent Mental Health Services (CAMHS)

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCo has a broad knowledge of issues relating to SEND and will support the class teacher in planning for children with SEND
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes, for example, whole school training on SEND issues such as ASD or Speech and language difficulties
- Individual teachers and support staff attend training courses run by outside agencies, relevant to the needs of specific children in their class e.g from Spectra (ASD) or Elklan (SAL).

How will teaching at St. Andrew's School be adapted for children with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class. Work and teaching styles are differentiated (made appropriate) to ensure that your child's needs are met
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and/or in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs
- Recommendations from the specialist agencies involved in your child's education will be used by the class teacher when planning work or in setting targets in an individual Learning Plan

How will the progress of your child be measured in school?

- Your child's progress is carefully and continually monitored by his/her class teacher
- His/her progress is reviewed formally against the National Curriculum every term
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool has been used which shows their level in more detail and will also show smaller but significant steps of progress. These are called 'P levels'
- 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). This is something the government requires all schools to do and results are published nationally
- Children requiring SEN Support will have an individual Learning Plan, detailing targets specific to their needs, reviewed, with your involvement, every term
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education present to contribute advice
- The SENDCo will also check that your child is making good progress within individual, group and Intervention work. All the children in intervention groups are assessed before and after the input to review progress

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have, and to share information about what is working well at home and school, so similar strategies can be used
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have, and to let you know what is going well for your child

- All information from outside professionals, their reports and recommendations, will be discussed with you
- Individual Learning Plans will be reviewed with your involvement each term
- Homework will be adjusted as needed in order to meet your child's individual needs
- A home/school link book may be used to support communication with you, when this has been agreed to be useful for you and your child

How is St. Andrew's Primary School accessible to children with SEND?

- The building is accessible to children with a physical disability via ramps on the main doors
- School has disabled toilet facilities
- We ensure that equipment used is accessible to all children regardless of their needs
- Before and after school provision is accessible to all children including those with SEN
- Extra-curricular activities are accessible for children with SEND

How will we support your child at times of transition?

We are very aware that transitions can be difficult for a child with SEND and 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 SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible
- When moving classes in school: Information will be passed on to the new class teacher IN ADVANCE and if necessary an additional planning meeting will take place with the new teacher. If your child is identified as requiring any further support with transition, this will be discussed and agreed at that meeting
- In Year 6: The SENDCo from the relevant secondary school is invited to attend Annual Reviews/parent meetings for children with Statements/EHC Plans who are due to transfer the following year. He/she is also invited to come into St. Andrew's Primary School in the Summer Term in order to discuss the needs of pupils with SEND so that support may be in place from the beginning of Key Stage 3. If it is felt to be beneficial, your child will be included in additional visits to their secondary school over and above the usual transition days.

At St. Andrew's Primary School, all reasonable steps will be taken to ensure that transition is as smooth and positive as possible, and transition plans will be tailored to the needs of the child.

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