

SEN INFORMATION REPORT (Version: 1)

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 **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.** The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<p><b>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching</b></p> <p><b>For your child this would mean:</b></p> <ul style="list-style-type: none"><li>• That the teacher had the highest possible expectations for your child and all pupils in their class.</li><li>• That all teaching is based on building on what your child already knows, can do and can understand.</li><li>• At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.</li><li>• 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.</li><li>• Specific strategies (which may be suggested by the SENCO or outside professionals) are in place to support your child to learn.</li><li>• 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.</li><li>• Specific group work with in a smaller group of children.</li></ul> <p><b>This group, often called intervention groups by schools, may be:</b></p> <ul style="list-style-type: none"><li>• Run in the classroom or outside.</li><li>• Run by a teacher or most often a Teaching Assistant who has had training to run these groups.</li></ul> <p>This means they have been identified by the class teacher as needing some extra support in school.</p> <p><b>For your child this would mean:</b></p> <ul style="list-style-type: none"><li>• He/she will engage in group sessions with specific targets to help him/her to make progress.</li></ul>

- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside professionals e.g. Speech and Language therapy or Occupational therapy groups.

### **Stage of SEND Code of Practice: SEN Support**

This means they have been identified by the SENCO and Inclusion Leader as needing extra support. This may consist of specialist support in school from a professional outside of the school.

This may be from:

- Local Authority central services such as ASD Outreach or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as CAMHS (Child and Mental Health Service), Educational Psychologists, the Speech and Language Therapy Service, Occupational Therapists and Physiotherapists.

#### **For your child this would mean:**

- Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and yourself 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, 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 relevant 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 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**

#### **Transitional Period:**

Statements of special educational needs and Learning Difficulty Assessments (LDA) are being replaced with a single Education, Health and Care Plan (EHCP) for children and young people

with complex needs. The EHCP will place much more emphasis on personal goals and will describe the support your child will receive while they are in education or training.

Children with current statements will transfer over to the Education Health and Care Plan by 2018. It is likely that the transition will take place for most pupils prior to this deadline especially those transitioning to secondary school.

If your child has been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching and this exceeds the allocated funding for your child 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), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the 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 their SEN Support.

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. 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 SEN 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 EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

**This type of support is available for children whose learning needs are:**

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

Michelle Stewart

01302 535110

michelle.stewart@southfield.doncaster.sch.uk

- Policies for identifying children and young people with SEN and assessing their needs

- *(list all relevant policies)*

- Inclusion
- Wheelchairs in School
- Accessibility
- Gender Equality
- Disability Equality
- Positive Handling
- Managing Medicines
- Intimate Care
- Looked After Children

### Arrangements for consulting parents of children with SEN and involving them in their child's education

Partnership with parents is a fundamental part of whole school practice and we welcome and encourage full parental engagement in all aspects of provision. Parents of SEND pupils will always be consulted and kept informed on all aspects of their child's education:

For children who need to have an SEN Support Plans in place, a meeting with parents is arranged to discuss the plan and set targets. This is then reviewed every half-term to discuss progress towards targets set, support in place and issues arising.

- SEND review meetings will provide opportunities to share ways in which parents can support their child to achieve identified targets. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home.
- For some pupils with SEND, it may be necessary to seek support and advice from external specialists, e.g. Educational Psychologists, Occupational Therapists etc in order to ensure we develop and maintain a range of flexible resources and strategies to meet the needs of all pupils.
- Annual Coffee Morning to update parents of changes and give all parents an opportunity to network with other parents for support

For some pupils with SEND, parents will be invited to attend annual review meetings or regular Team Around the Child Meetings, e.g. pupils with a Statement or Education Health and

Care Plan, or where there is a range of multi-agency support in place. This will enable us to discuss their child's progress with all professionals involved.

### Arrangements for consulting young people with SEN and involving them in their education

- "Pupil Voice" is at the heart of everything we do at Bessacarr Primary School.
- We believe that children should be involved in decision making and discussions with regard to all aspects of their provision, welfare and academic progress.
- As a result, children feel confident to share perceived barriers to their learning and personal development and know that their views are listened to, valued and acted upon in the target setting and getting process.

Where appropriate, pupils with Statements, Education Health Care Plans, or who are the subject of Team Around the Child meetings will be given the opportunity to attend all or part of their education planning meetings.

We complete One Page Profiles to enable children to share their thoughts and feelings towards their learning.

### Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

The effectiveness and appropriateness of SEN provision is continuously monitored by the SENCO in conjunction with the Headteacher and Governor with Inclusion responsibility. The SENCO continuously monitors and evaluates SEND interventions in terms of impact and progress made. Pupil Progress meetings identify where progress is not sufficient and alternative strategies are agreed – this may mean the implementation of a different bespoke intervention but may also require a referral to other agencies for additional support and guidance or a referral to the Local Authority for a statutory assessment of Special Educational Need (allocation of an Education Health Care Plan).

All SEND Support Plans are evaluated for impact and feed into the graduated approach to meeting individual needs by setting short, medium and long term targets and outcomes.

### Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Rigorous and embedded practice ensures effective and timely transition arrangements are in place for all children moving into and out of Bessacarr Primary School. These include:

- A calendar of planned for and opportunistic visits between KS2 and KS3 feeder schools when children can: meet and participate in lessons with their new teachers; attend celebratory events and experience other unstructured parts of the school day (e.g. lunch and after school activities).

- A series of cross phase handover Inclusion Leader meetings ensures high awareness of SEND and all other pupil needs so that effective pastoral and academic support is in place immediately upon transfer.
- Additional pastoral / Learning Mentor support and staff liaison to address individual and collective perceived fears and anxieties linked to transition
- Additional 1:1 or small group familiarisation visits for pupils to build confidence and self esteem
- Attendance at key SEND/Team Around the Child/Annual Review meetings to share personal and confidential information

A personalised transition programme will be devised jointly between pupil, parent and school for all children with SEND this may include: a programme of additional visits to the receiving school as appropriate; creation of Social Stories for reference over the holiday period; joint parent and child familiarisation visits.

### Approach to teaching children and young people with SEN

- Bessacarr Primary School's practice is totally inclusive and all teachers are teachers of children with SEND.
- All staff, whatever their role within school, have a duty to promote equality of opportunity for all pupils and to display positive attitudes toward all pupils.
- Quality First teaching is always differentiated and personalised to ensure teaching and learning meets the learning styles and needs of all groups of children and that there are no barriers to the progress and achievement of every pupil.
- Suitable resources are chosen which both motivate and are sensitive to children with additional needs.
- Homework will be adjusted as needed to meet children's individual requirements.
- An extensive range of 1:1 and small group intervention strategies includes:
  - Paired Reading (Pairing a confident reader with a less confident pupil. This pupil lead intervention encourages reading confidence and fluency) and reading buddies.
  - Play For Purpose - To develop self-esteem and social communication skills
  - Thrive Approach – To support children's emotional and social development and enable them to engage with life and learning
  - Multi Agency Support - School will seek support from a range of professionals as the need arises such as Physiotherapists, Occupational Therapists, Child & Adolescent Mental Health Service (CAMHS), Nursing Service, Educational Psychologists etc
  - Additional Learning Mentor Support - Some children are targeted for one off 1:1 or small group support such as:-
    - Social communication skills
    - Friendship difficulties
    - Life skills
    - Bereavement and loss
    - Memory and auditory processing
    - Self-esteem programmes
    - Behaviour and anger management support
    - Attendance

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Bessacarr Primary School continuously reviews the way in which the curriculum is planned, prepared and delivered and makes creative use of internal and external facilities and space to ensure it is stimulating, supportive and well resourced. The school endeavours to make reasonable adjustments to ensure all pupils are able to access every aspect of school life.

We pay particular emphasis to:

- The provision of a learning environment where children feel safe and valued.
- Planning practical and extra-curricular activities to ensure that pupils with limited access or disability have access to a positive learning experience which develops knowledge and understanding whilst promoting their achievement.
- Promoting understanding of disability through actively identifying positive role models and avoidance of stereotyping or emphasis on limitations which disability may impose.
- Ensuring equality and accessibility are embedded within all relevant aspects of School Improvement Planning.
- Ensuring all staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

**The following adaptations are available to meet the sensory and physical needs of individual children:**

- Appropriate seating, acoustics and lighting
- Adaptations to physical environment, including toileting and intimate care facilities, ramped access etc.
- Access to alternative or augmented forms of communication, including enlarged font, braille, availability of interpreter etc.
- Provision of tactile and kinaesthetic materials
- Access to low vision aids
- Access to specialist aids, equipment or furniture
- Regular access to specialist multi agency support
- Additional teaching assistance from support staff (including, reading and scribing support in tests in line with normal classroom practice)

**The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

The professional development of all staff involved in meeting the needs of pupils with SEND is on-going and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies
- Additional planned professional development sessions provided by:
  - Staff from other agencies or support services
  - Senior Leaders from within school
  - Other relevant courses which are relevant to SEND support and strategies can be undertaken or requested by consulting with the SENCO

The SENCO regularly liaises with a range of external specialists in order to implement whole school strategies to support all pupils, including those with SEND. These include:

- Educational Psychologist
- Speech Language Communication Therapist
- Occupational Therapist
- ASD Team

## Evaluating the effectiveness of the provision made for children and young people with SEN

The effectiveness and appropriateness of SEN provision is continuously monitored by the SENCO in conjunction with the Headteacher and Governor with Inclusion responsibility. The SENCO continuously monitors and evaluates SEND interventions in terms of impact and progress made. Pupil Progress meetings identify where progress is not sufficient and alternative strategies are agreed – this may mean the implementation of a different bespoke intervention but may also require a referral to other agencies for additional support and guidance or a referral to the Local Authority for a statutory assessment of Special Educational Need (allocation of an Education Health Care Plan).

All SEND Support Plans are evaluated for impact and feed into the graduated approach to meeting individual needs by setting short, medium and long term targets and outcomes.

All interventions and SEN actions are inputted into an assessment tracker which teachers then use to look at progress and measure impact.

The SENCO and senior leadership team monitors children's IEP targets to track their progress and evaluate the impact of the provision in the classroom.

Classroom observations are used to evaluate the impact of specific strategies in place for SEN children.

## How 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

- Early identification of need at point of transition to Bessacarr Primary School ensures that the wishes and feelings of individual pupils and their parents is taken into consideration and respected in all aspects of school life.
- Particular care is taken when planning learning opportunities outside of the classroom, including residential visits, to identify and take steps to remove barriers to learning, progress and participation for those children with specific additional needs.

## 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

School has invested in a whole school 'Thrive' approach. A Learning Mentor has been employed to address social and emotional gaps in children's development. Play for Purpose has been introduced to develop social and peer relations. School also offers bereavement and loss support. Additional support is provided by an external play therapist. Pupil voice is an integral part of the SEN review, CAF and TAC process to address additional needs. We have an active School Council in place. Bessacarr Primary has achieved the Bronze Award for the Anti-Bullying Charter Mark and more work is being completed to achieve the silver and then gold awards.



<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>
<p>Well established links with external agencies are utilised to support children, teachers and parents including: Health Service professionals, Early Help, Aiming High, SAIDSEND (Parent Partnership), Educational Psychologist, ASCETS (Autism Support Team) Speech Language Communication Service and Stonehill School, Bentley Referral Unit etc.</p>
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>
<p>Parents are encouraged to speak to their child's class teacher initially if they have concerns about their child's progress. If they are not happy that the concerns are being managed and that their child is still not making progress, parents are asked to speak to the SENCO, Inclusion leader or Head of School. If the concerns are not being addressed or a parent is still not happy, arrangements would be made for them to speak to the school SEND Governor.</p>
<p>Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published</p>
<p>Bessacarr Primary School's Local Offer is on the school website and has been sent to the Local Authority SEN team. A copy of the Local Offer is available in the school reception for all parents, staff and visitors.</p>

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be 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, collected through the School Census, is also required to produce the national SEN Information Report.