

SEND Information Report for Alveston C of E Primary School

In accordance with section 65(3) of the Children and Families Act 2014

This school and others in the Stratford Cluster have a similar approach to how they accommodate pupils with Special Educational Needs and Disabilities. This document aims to provide parents with all of the information they need to understand how their child's needs will be met by the school, the Local Authority and Special Support Services. At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEND provision within both the school and externally.

The SEND needs that the school provides for
Alveston Primary School aims to meet all children's needs. When we need to provide specific support or advice we have access to a range of external specialists.
Our policy for identifying children and young people with SEN and for assessing their needs
Teachers identify SEND and adapt teaching in response to the diverse needs of pupils. They set clear targets for pupils and have high expectations. If they do not make adequate progress the class teacher will consult with the SENDCO to see if a diagnostic assessment should be carried out. The details of this are set out in the school's SEND policy. There are four broad areas of need – communication and interaction - cognition and learning – social, emotional and mental health difficulties – sensory and/or health needs.
How we consult with families of children with SEN and involve them in their child's education
Parents/carers are partners in our effective relationship. They are involved in the identification, assessment and decision making process based on desired outcomes (6.40 in the SEND Code of Practice) They are kept up to date with their child's progress through termly review meetings, parents' evenings and an annual report informed by the assess, plan, do, review process.
Arrangements for consulting pupils with SEND about their education
All children, including those with SEND, are aware of their next steps and targets. These are discussed and worked upon with class teachers. Notice is taken of what the pupils say will help them to learn. They also take an active part in transition days with secondary schools.
Our arrangement for assessing and reviewing a child's progress towards their potential outcomes
The class teacher is responsible for assessing the child's progress against their personal targets. Teachers review progress on a termly basis, using an additional needs based plan where appropriate. If the child is not making expected progress, the next step in the graduated approach is that discussions will take place to decide whether a higher level of additional support is necessary.
Our approach to teaching children with SEND
As the new special educational needs code of practice states 'Teachers are responsible for all children's progress including those with SEND'. We believe in promoting every possible opportunity to develop the full potential of all children with access to a broad, balanced curriculum.

How we prepare children as they move between phases of education, i.e. our preparations for their transfer to secondary education or their move to another primary setting

Prior to the children starting in reception, the class teacher and teaching assistant will undertake home visits and, if needed, additional meetings will take place with the school's SENDCO, external professionals and parents. Towards the end of the year, transition days take place where children throughout the school get the opportunity to experience their new class and teacher.

The SENCO will meet with appropriate secondary staff, and pupils with SEND will have the opportunity for extra transitional visits.

How we adapt our curriculum and our learning environment for our children with SEND

The curriculum is differentiated by the class teachers to meet the needs of all their children. Some children with SEND need adaptations such as visual timetables or additional English and maths support, writing slopes and sensory adaptations etc.

The expertise of our trained staff who will support SEND children and advise on how specialist expertise will be secured

The school SENDCO has a national qualification at masters level for the co-ordination of SEND. She is supported by a Teaching Assistants who help her with interventions such as Therapeutic Story Writing, Sulp (Social Use of Language) and Plus 1 (Maths). A number of TAs have been trained to teach specialist programmes such as Quest (reading comprehension for lower Key Stage 2), Power of 2 (Maths), Nessy Phonics and Number Shark.

The school subscribes to the following specialist services: Early Intervention Service (supporting learning and behaviour), Integrated Disability Service (supporting a wide range of disabilities including Autism Spectrum Disorders, Physical Disabilities, Visual and Hearing Impairments, Sensory needs), Warwickshire Educational Psychology Service, Lifespace Mentoring and CAF (now known as EHSA – Early Help Single Assessment)

How we evaluate the effectiveness of our SEND provision

Teachers review the impact of provision for SEND children on a termly basis through pupil progress meetings, review meetings and data tracking. The Class Teachers report on the impact of any interventions and the SENDCO then analyses results.

The SEND policy is reviewed on an annual basis by the Head, the SENCO, the SLT (senior leadership team) and SEN Governor.

.How children and young people with SEND are enabled to engage in activities with their peers

As the school is on one level only, it is accessible to all pupils and an accessibility plan is in place. There are disabled toilets for those children with reduced mobility (Equality Act 2010 para 3).

All children work in a variety of groupings within the classroom eg. small groups encompassing both similar and mixed abilities, partners, mixed gender etc. Extra-curricular clubs are open to all.

Our support for improving emotional and social development, including how we listen to the views of SEND children and how they are included in the school's anti-bullying policy

Each year Class Teachers deliver the Taking Care Project, which helps children to develop strategies to keep themselves safe from physical, emotional and sexual abuse. Our PSHE (Personal, Social, Health and Emotional) curriculum tackles the issues of bullying, being a good friend and looking after your own well-being. In addition, our SEND Teaching Assistant delivers small group or 1:1 social and emotional interventions for children who need more targeted pastoral support. There is also a lunchtime Thinking Room where children can go to discuss and resolve social issues.

How this school helps to meet the needs of SEND children and their families with regards support from external bodies, such as health services, local authority support services and voluntary sector organisations.

As already mentioned, we support EIS and the Educational Psychology Service, IDS, Lifespace, CAF/EHSA etc.
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Arrangements for parents of children with SEND who may wish to complain about provision
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Parents with a concern should firstly ask to speak with the class teacher. If the matter cannot be resolved, an appointment should be made with the SENDCO who may, in turn, arrange a meeting with the Head teacher. If the concern cannot be resolved at this level, or if the complaint is against the Head teacher, parents will be directed to the school's complaint procedure where the next step would be to contact the Governing Body.
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Glossary

Notes taken directly from the 'Draft special need and disability code of practice; 0-25 years – April 2014' by the Department for Education and Department for Health

SEND

Special Educational Needs/Disability: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him/her. A disability as defined under the Equality Act 2010 is a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

EHCP (Educationl, Health and Care Plan)

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood. A request for an EHCP can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHCP assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.

Parent Carer Forum

These are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan commission, deliver and monitor meet the needs of children and families. MASH (Multi Agency Safeguarding Hub) tel. 01926 414 144 and SENDIAS (SEND Information, Advice and Support) <https://www.family-action.org.uk/content/uploads/2014/07/SENDIAS-Warwickshire-flyer.pdf>

The Local Offer

Local Authorities must publish a Local Offer, setting out in one place information about provisions they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care Plan. This can be found using the following link: <http://www.warwickshire.gov.uk/sendeducation>

Roles within the school with responsibilities for SEND children

Class/subject teacher
Your pupil's class teacher is your first point of contact as they will have the day to day responsibility of ensuring that lessons are planned to address potential areas of difficulty and to remove barriers to learning.
SENDCO
The school's SENDCO is a qualified school teacher with relevant qualifications in SEND. Her role within the school is to work with the Headteacher and Governors to determine the development of the SEND policy and provision in the school. She also has day to day responsibility for the operation of the SEND policy and coordination of specific provision made to your child's learning. The SENDCO also works closely with outside support providers such as the Educational Psychologist.
Headteacher
The Headteacher has the responsibility of ensuring appropriate SEND provision. Together with the SENDCO she reviews the impact of the SEND budget, ensuring appropriate support (manpower and resources) is used to maximize your child's learning. The Headteacher ensures that the training needs of the SENDCO, Class Teachers and support staff are met. Governors are kept informed of SEND issues and the attainment and progress of vulnerable groups.
SEND Governor
The SEND Governor meets regularly with the SENDCO to review the effectiveness of the SEND policy, also the 'governing body must prepare a report containing SEND information' to be published on the school website (Section69 (2) Children and Families Act 2014)

Specialist groups run by outside agencies

Local Authority Teams

Educational Psychology Team

Warwickshire Educational Psychology Service is a professional psychological support service for children and young people (aged 0-25), their families, schools, communities and other settings. Educational Psychologists (EPs) have expert knowledge of psychology, child development, social interaction, learning, behaviour and motivation, as well as experience of working with children and young people.

Integrated Disability Service (IDS)

IDS provides support for children and young people with physical disabilities, sensory impairments, communication difficulties (which includes pupils with autism spectrum and specific language disorders) and children with complex learning difficulties.

Assessment, Statementing and Review Service (ASRS)

ASRS is aimed at supporting schools, academies and other educational providers when pupil progress and achievement is being limited by their special educational needs, despite the specialist provision they have put in place.

The ASRS provides non-traded support for children and young people between 0 – 16 years alongside their family/carers. The service is responsible for coordinating information and advice relating to the statutory assessment and review processes from across relevant professionals and family representatives.

Early Intervention Service

The Early Intervention Service offers early intervention and specialist services to children, young people and families with additional and complex needs, both through our staff and across partner agencies. Their trained Teaching Assistants work within the class with pupils alongside their class teacher.

Speech and Language Service

The Speech and Language team work with parents and schools to identify and support needs following the multi-agency *Speech, Language & Communication Need pathway – a graduated response* (see www.swft.nhs.uk/SLCN.aspx). They undertake initial information gathering and child assessment followed by the formulation, provision and evaluation of treatment plans where needed. They also provide advice and support to parents and carers

The team work closely with other professionals, sharing information and providing on-going advice and guidance, to ensure the provision of the right support at the right time

Recommend referral to other agencies when needed, e.g. Educational Psychology, IDS-Specialist teachers and CAMHS.

Potential Areas of Need:

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. The school has access to Lifespace, a counselling service for children with social and emotional difficulties as well as pastoral interventions provided within the setting.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning.

Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

What is **NOT SEN** but may impact on progress and attainment;

- Disability (The Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute Special Educational Need)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (this is an underlying response to one of the four broad areas of need)

Additional pupil information: Autumn 2016

Breakdown of SEND for autumn 2016

Currently we have 31 children identified as having additional needs on our SEND register out of the 201 children on role (15% of children in the school)

68% Boys (21)
32% Girls (10)

22 of these children are QFT (Quality first teaching) with interventions being classroom based with advice

63% Boys (14)
32% Girls (7)

7 children have stage 1 specific intervention outside the classroom in addition to QFT

75% Boys
25% Girls

2 children have an EHCP plan or Statement in place (currently transitioning to EHCP)
100% Boys

9 children have identified speech and language difficulties

66% Boys (6)
34% Girls (3)

4 children have identified ASD

75% Boys (3)
25% Girls (1)

10 children are having specific Dyslexia/Dyspraxia Support (processing)

70% Boys (7)
30% Girls (3)