

SEND Information Report

2020

Acomb First School

1. Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with special educational needs and/or disabilities, e.g. communication and interaction, cognition and learning difficulties, social, mental and health problems or Sensory or physical needs. We have high expectations of all children and staff, and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

All members of staff and governors are committed to the successful implementation of this policy. The school SENDCo is Mrs Becky Barber.

2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)

- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Northumberland County Council Graduated Response (June 2018)

3. Definition of SEND

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

- ‘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 or her.’
- ‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

The definition of disability in the Equality Act (2010) states:

- Children with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes children with sensory impairments as well as long term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

4. Disabilities

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out

normal day-to-day activities.’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as diabetes, epilepsy or severe asthma.

5. Defining Areas of Need

There are four broad areas of need that are set out in the SEND Code of Practice (2014). Most children and young people with SEND do not fall into a specific category and can have needs that cut across all of these areas and their needs may change over time.

These four areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Communication and Interaction:

Speech, Language and Communication Needs (SLCN) – A learner may have difficulty in communicating with others – such as what they want to say, understanding what is being said to them, or not understanding or using social rules of communication.

Autism Spectrum Disorder (ASD) – Learners may 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 these learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate differentiation. Difficulties may include specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Health Difficulties

Learners may experience a wide range of social and emotional difficulties. These may include disorders such as attention deficit disorder or attachment disorder, the display of challenging or disruptive behaviours, anxiety or self-harming.

Sensory or Physical Needs:

Some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Such difficulties can be age related and fluctuate over time. These may include a vision impairment or physical disability.

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated. When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. The Northumberland Local Offer provides further information about the agencies we work with.

6. The Northumberland Local Offer

Local authorities must publish a 'Local Offer' which sets out in one place information about provision they expect to be available for children and young people in their area who have Special Educational Needs or Disabilities (SEND).

The Local Offer has two key purposes: to provide clear, comprehensive and accessible information about provision available and to make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

Please follow this link if you wish to find out more details about the Northumberland Local Offer:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

7. Identification of SEND

A key principle under the Code is that there should be no delay in making any necessary SEND provision particularly in early years, as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties.

The Code states that:

- “Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

The Code of Practice makes it clear that all class teachers are responsible and accountable for the progress and the development of all pupils in their class. It is the expectation that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special needs.

The Code is also clear that class teachers should identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is (but not limited to):

- Significantly slower than that of their peers starting from the same baseline.
- Failing to match or better the child’s previous rate of progress.

- Failing to close the attainment gap between the child and their peers; or
- Widening the attainment gap.

If a child arrives at our school with identified SEND, the SENDCo or head teacher will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

During a child's time at our school if teachers have concerns about a pupil's progress or attainment, we will contact parents/carers to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress.

Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents/carers, a child may be identified as having SEND and appropriate provision will be made.

Parents/carers are encouraged to let the school know if they have concerns about any area of their child's development. Formal assessments, parental observations and advice from other professionals help to inform judgements. If parents/carers have any concerns about their child, they should contact their class teacher in the first instance.

Alternatively, they may make an appointment to see the SENDCo Mrs Becky Barber or the head teacher through the school office.

8. Graduated Levels of SEND Support

Where a child is identified as having SEND, we work in partnership with parents/carers to establish the support the child needs. We ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies.

All staff at Acomb First School are dedicated to providing an inclusive, nurturing and balanced curriculum through which all children make progress and achieve their full potential. Through support and dedication, children at Acomb First School are able to access the curriculum, supplemented with appropriate interventions and/or adaptations such as the use of visual timetables, differentiation or bespoke tasks.

Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged, as well as promoting independence.

Level 1 - Quality First Teaching:

Children receive inclusive Quality First Teaching (QFT) which includes the provision of differentiated class work, in class support and quality feedback. Some children at this level may be on a monitoring list, with their progress being closely monitored and reviewed.

Level 2 – Additional School Intervention:

Continued or increased concern may lead to children receiving additional targeted interventions to accelerate their progress to age-related expectations. This may include small group teaching, one-to-one teaching or specific intervention programmes.

Children are given an intervention book in which to record work that is specifically aimed at helping them reach their targets. Children in receipt of SEN Support go onto the school's SEND register and an individual intervention plan is put in place for them in the form of a SEN pupil passport. This is shared with parents/carers and outcomes are monitored closely. The pupil passport and interventions are regularly reviewed through pupil progress meetings. The SENDCo, along with classroom staff, will monitor the impact that these interventions are having on the child's progress and attainment. At this stage advice from other agencies may be sought.

Level 3 – High Need SEN SUPPORT:

Where a child continues to make less than expected progress, despite interventions, they will receive highly personalised interventions to accelerate their progress and enable them to achieve their full potential. Where appropriate, specialist outside agencies may be involved in supporting the child and working alongside teachers,

support staff and parents/carers. If support is not effective, in that it does not help the child to progress, the school, after consultation with parents/carers and other professionals, will request an Education, Health and Care Plan needs assessment from the Local Authority.

SEN Support Plans:

If an individual learner has a range of complex needs and/or requires support from multiple external agencies they will have a SEN support plan which sets out in detail the bespoke support and desired outcomes in place for them.

SEN support will arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and the support that helps the pupils make good progress and secure good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.

9. Communication with Parent/Carers

At Acomb First School, we recognise that the relationship with parents/carers of children with SEND has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. Parents/carers are always welcome to discuss their child and

their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

Communications include:

- Inviting parents/carers of children with Top Up Funding and EHCP in each term to discuss progress.
- Arranging and inviting parents/carers and professionals to Annual Reviews of EHCPs.
- Liaising with relevant professionals.
- Referring with consent to other professionals including Local Authority SEND Support Services and Inclusion service, Visually/Hearing Impaired, Child Adolescent Mental Health Services (CAMHS), Children and Young Persons service (CYPS), colleagues from Special Schools.
- Attending multi agency meetings.
- Every SEND child has a pupil passport. The child and parents/carers are able to contribute to this.
- The passport is reviewed termly and updated as required. This passport also forms part of transition information.
- Invite parents/carers of children identified as having SEND to a consultation once a term at which their child's progress, detailing the additional support, interventions and targets are discussed and agreed.
- Parents/carers with children with SEND are invited to meet the SENDCo at the parents'/carers' consultations should they want to.

10. Pupil Views

Children's views matter to us. All children are aware of their curricular targets and are encouraged to self-review against these. As part of the review process, SEND pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive. For their annual review

children with Statements of EHCPs are asked more formally about their views, their learning, their targets and the support they have had. Children are supported to do these things.

11. Pupil Tracking

There are a number of ways in which children are tracked. The effectiveness of provision is evaluated using intervention books, tracking grids and reviewed termly. Significant SEND group progress is monitored using the SIMs system. LEXIA and Read Write Inc. have their own assessments built in which allow progress over time to be monitored.

At Acomb First School we monitor the children's progress by:

- Class teachers continually monitoring the child's progress.
- Formally reviewing progress in pupil progress meetings held each half term.
- If the child is in Year 1 and above, but not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels 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 the results are published nationally.
- All children on the SEND register have either a passport or a SEN support plan which is reviewed every term and during this review, the plan for the next term is made. These targets allow all staff to focus on non-academic progress measures, e.g. attention, concentration, communication, social awareness, as well as progress in maths and English.
- The progress of children with an EHCP is formally reviewed at an Annual Review for all adults involved with the child's education.

12. Supporting Children with SEND During Transition Periods

We recognise 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 joining our nursery from preschool or joining our Reception from a different nursery setting:

- We will contact the SENDCo to ensure we know about any special arrangements or support that your child may need.
- We will make sure that all records about your child are passed on to us as soon as possible.
- We will meet with parents.
- We will ensure extra visits to the class.
- The SENDCo will aim to attend SEND meetings held by the child's previous setting if possible.

If your child is moving to or from another school:

- We will contact the school SENDCo and ensure both schools know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If appropriate, a transition booklet will be made with the child to support them with moving school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a transition meeting will take place.
- All children have an opportunity to spend time with their new class teacher at the end of the summer term.
- Extra visits can be arranged.

- If appropriate, a transition booklet will be made with the child to support them with moving classes.

13. Roles and Responsibilities

The roles and responsibilities for the Head Teacher and Governing Body are statutory and as laid out in the Special Needs Code of Practice.

Governing Body:

A member of the governing body takes a special interest in SEND. Alongside the Head Teacher, the Governing Body is responsible for:

- Agreeing school policy and publishing information about SEND annually.
- Ensuring appropriate staffing and funding arrangements to meet SEND.
- Appointing a governor to have specific overview of the school's arrangements.
- Maintaining an overview of the school's work ensuring SEND is a key feature of School Development Planning.

Special Educational Needs and Disabilities Co-ordinator (SENDCo):

The role of the SENDCo is as laid out in the Code of Practice and for purposes of the implementation of this policy is:

- To work closely with Senior Leadership Team (SLT) to plan the strategic development of the SEND policy and provision in order to raise achievement of children with SEND.
- To support class teachers with the identification and assessment of children.
- Manages the placement of TA's to support children with SEND.
- To monitor the content and effectiveness of pupil passports through classroom observations and review of progress.
- To monitor the quality of interventions and pupil outcomes using assessment data and intervention sheet scrutiny.

- To meet with parents to share assessments and explain the Code of Practice.
- To liaise with relevant professionals regarding assessment and provision for children with SEND.
- To support teachers in planning appropriate provision for children with SEND.
- To monitor and review progress with children, parents and teachers.
- Contributes to in-service training for staff on SEND issues.

Class Teacher:

- To use assessment to monitor children's progress and alert SENDCo of any underachievement which may indicate a special need.
- To inform the SENDCo of any medical condition which may make a child eligible to be considered as having a special need.
- To ensure that any programme that is devised for a child with a special need is carried out and assessed regularly.
- To support in the assessment of targets at the review stage.
- Differentiation of the curriculum to match tasks to ability.
- Use of intervention books to show progress and work done to help children achieve their targets.
- Update and review pupil passports termly.

Designated Teacher for Looked after Children (LAC):

- To co-ordinate information on looked after children in regards to attendance, progress and other significant matters.
- To co-ordinate the provision of information for review meetings and on transfer to a new school.
- To ensure that relevant staff are provided with the necessary background information.
- To maintain links between school and other agencies.

14. Policy review

Established	September 2016	
Latest Review:	September 2020	Reviewed by SENDCo and Head Teacher
Date for Review:		September 2021