



Special Educational Needs Information Report

INTRODUCTION

Our SEND information report aims to provide an overview of the school's approach to identifying and supporting pupils with Special Educational Needs and Disability (SEND), to strive to ensure that these pupils make good progress and that any barriers to learning are recognised and removed as much as possible. Governing bodies of schools have a legal duty to publish an SEND Information Report on their website outlining the implementation of the governing body's policy for pupils with SEND.

Key staff with responsibility for pupils with SEND:

Mrs N. Neale- Special Educational Needs Co-ordinator

SEN Governor- Claire O'Keeffe

To discuss any matters relating to SEND, please contact the school office to make an appointment on 01926 612656 admin3032@welearn365.com

HOW DO WE IDENTIFY IF A PUPIL HAS SEND?

A pupil will be identified as having a SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children could be identified as having SEND through a variety of ways including the following:

- Child performing significantly below age expected levels that require extra provision to be made.
- Concerns raised by parent
- Concerns raised by a teacher: for example behaviour or self-esteem is affecting performance
- Concerns raised by a previous school
- Provision of support from external agencies eg. Specialist Teacher Service (STS) or Educational Psychologist (EP)
- Information received from health specialists eg. COMPASS (school nurse) or Consultant Paediatrician

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND. However, it may be an early indicator of a range of learning difficulties or disabilities.

All adults who work with children in school will be alert to emerging difficulties and respond early. School staff will communicate concerns to parents and carers, and will be responsive to parents who express their own concerns.

If you have any concern regarding your child's progress or well-being then please speak to Mrs Neale to discuss your concerns.

SEND PROVISIONS WHICH MAY BE PROVIDED AT HARBURY IF NECESSARY

The SEND Code of Practice 2014 identifies four key areas of SEND need:

1. **Communication and interaction:**

For example:

- Speech, language or communication needs (SLCN)
- Difficulties with making themselves understood
- Difficulties with understanding or using social rules of communication eg. Personal space or turn-taking.

2. Cognition and learning:

For example:

- Various degrees of learning difficulties. This may include a specific learning need eg. Dyslexia

3. Social, emotional and mental health difficulties (SEMH)

For example:

- Children who display challenging, disrupting or disturbing behaviours as a result of social and emotional difficulties.
- Children with underlying mental health issues such as anxiety, eating disorders or attachment disorder

4. Sensory and/or Physical needs

For example:

- Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided
- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Children with a physical disability (PD)

For some learners, the complexities of their needs may mean that the school and parents collaboratively decide to apply for an Education, Health, Care Plan (EHCP).

WHAT IS AN EHCP?

EHCP stands for Education, Health and Care plan. It outlines any special educational needs a child has, and the provision a local authority must put in place to help them. An application is made via the school SENCO in collaboration with the learner, parents and external agencies. In Warwickshire, this referral is made through the SENDAR team. In some cases, parents can begin the EHCP process themselves through direct communication with the local authority; however, at Harbury we strive to work closely together with parents in order to ensure that any referral made is well-timed and appropriately evidenced.

Once an EHCP application has been made, SENDAR have 20 weeks to make a decision. The decision process involves a high-level scrutiny of the evidence provided and additional reports by external services are requested. Once this has been completed, parents and the school will be informed of the decision and a draft EHCP document will be provided; this will identify key targets for the child and it also may specify additional funding for the child. Often a further review meeting occurs before the plan is finalised.

An EHCP plan is reviewed by all parties annually as part of a pupil-centred meeting.

WHAT IS OUR APPROACH TO TEACHING CHILDREN WITH SEND?

At Harbury, we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. Class teachers set high expectations for every pupil, regardless of their prior attainment or any SEN or disability.

Class teachers

Pupils with SEND work alongside their peers as much as possible. Class teachers are responsible for ensuring that all children have access to quality teaching and that the curriculum is adapted to meet your child's individual needs.

Class teachers may adapt their teaching and the learning environment in a number of ways to ensure that SEND pupils are able to access the curriculum. For example:

- Providing additional practical or visual resources/prompts
- Increased use of praise/reward
- Adapting language used with certain pupils
- Planning additional support from Teaching Assistants
- Using peer-to-peer support
- Providing pupils with alternative ways of recording (ICT /scribing)
- Pre-teaching certain concepts to ensure understanding (spring/summer term)
- Prior notice of new learning, different experiences or changes to normal routine.

In circumstances where a pupil demonstrates an SEMH need, the class teacher may investigate alternative behaviour management strategies and tailor the delivery of the curriculum in an attempt to lower anxiety levels.

Class teachers may direct teaching assistants to work with pupils with SEND, but the class teacher maintains overall responsibility for monitoring the progress and impact of any planned additional support.

Teaching Assistants

Teaching Assistants are directed by the SENCo or class teachers to support pupils with SEND when it is felt that this will improve outcomes for the child/children. This could take the form of planned small group interventions or more specific one-to-one support. This provision may take place away from the main classroom. TAs also work in the classrooms to maximise the impact on learning during the planned activities.

For pupils with very high or complex levels of SEN or disabilities, a TA may be directed to support an individual pupil for longer periods of the school day. However, the school aims for pupils to work as independently as possible and with a wide range of peers and adults so even pupils with high levels of SEN or disabilities are included in classroom activities as much as possible.

Learning Mentor and School Counsellor

At Harbury, we have a part-time Learning Mentor who provides opportunities for children to access additional support for a variety of needs, mostly those based around emotional and social difficulties. These sessions may take the form of small group programmes or one-to-one work.

For other children, it may be deemed appropriate to access a block of play-based counselling through our school counsellor.

Support from external agencies

If your child has been identified as needing more specialist input instead of or in addition to classroom teaching and group/one-to-one intervention delivered in school, referrals are made to outside agencies which can support the school in enabling your child to make progress. The view and opinion of parents/carers and the learner would be sought at this time.

External agencies which the school can make referrals to include:

- Specialist Teacher Service (STS)
- Educational Psychology Service (EPS)
- Speech and Language Therapy Service (SaLT)
- Integrated Disability Service (IDS)

- Child and Adult Mental Health Service (CAMHS)
- Occupational Therapy Service (OT)
- Social care teams
- Family Information Service

Once a professional from an external agency is involved in supporting your child, they may work with your child and the school in a variety of ways, including: observing your child and producing reports and recommendations for the class teacher, working 1:1 with your child on a regular basis for a specific amount of time.

Recommendations about support your child needs received from external agencies will always be discussed with the SENCo, class teacher and parents and will be built into the school's planned provision for your child.

HOW DOES THE SCHOOL MAINTAIN UP-TO-DATE SEND RECORDS?

SEND Support Register

All pupils with an identified SEND will be added to the school SEND Support Register and the school information management system (SIMS). This register contains basic SEND information, such as each pupil's category/categories of need. This is reviewed termly by the SENCo, in conjunction with class teachers during Pupil Progress Meetings.

Individual learning profiles

Every pupil on the SEND Support Register has an individual learning profile that is updated at least termly by the class teacher and SENCo in collaboration with both the parents and the learner. The learner has the opportunity to contribute to the document via the pupil-friendly front page; they are always welcome to attend the meeting if this is deemed appropriate by the parents/carers. This includes more detailed information about the pupil, such as involvement of external agencies and curriculum access strategies. Copies of these are also given to parents/carers and other adults working with the child.

Intervention Record Sheets

Any pupil receiving small group or one-to-one support/ intervention will be recorded on record sheets. These records detail specific measurable outcomes, and are updated with progress information appropriately. Overall responsibility for maintaining these records lies with the class teacher, but TAs delivering interventions will add to these.

Pupil SEND Record Folders

Any pupil with SEND will have an SEND record Folder which is kept in a secure place within the school. The Headteacher, SENCo, SEN Governor and individual class teachers have access to these documents; Parents will be given copies of any relevant documents stored in these folders.

HOW DOES THE SCHOOL MEASURE PROGRESS OF PUPILS WITH SEND?

Your child's progress is continually monitored by their class teacher. His/her progress within the National Curriculum for reading, writing and maths is reviewed formally every term or sooner if appropriate and reported back to the Senior Leadership Team.

Learning profiles are reviewed termly by the class teacher, and amended accordingly. When reviewing targets, class teachers will gather evidence of progress from a range of sources, acknowledging that progress-measures may manifest itself in a variety of ways depending on the individual needs of the child; this may include seeking the advice of the supporting Teaching Assistant, External Agencies and/or the SENCO. Where an EHCP is in place, we will work towards the targets specified on the plan and measure progress against these. Class teachers will also consult

with parents when reviewing progress and will inform parents of any additional support they can provide at home.

HOW DOES HARBURY CONSULT WITH PARENTS OF PUPILS WITH SEND?

The concept of parents as partners is central to the SEN and Disability Code of Practice (2014) and is essential to ensuring that pupils achieve the best possible outcomes. Parents of pupils with SEN are encouraged to make informal arrangements with class teachers to discuss ongoing progress throughout the school year. This may include using the home-school diary to maintain ongoing communication.

Parents will also be encouraged to attend more formal termly review meetings/parents evenings, where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss the Learning Profile targets and how they will support them at home.

HOW DOES HARBURY EVALUATE THE EFFECTIVENESS OF PROVISION FOR PUPILS WITH SEND?

First and foremost the effectiveness of our provision is assessed through the evaluation of our inclusive practices. This includes regular reflection about our school ethos and values as well as monitoring of the incidences of prejudice or bullying related to SEND.

Class teachers formally review targets termly and evaluate how successful specific interventions/programs of support have been in moving pupils towards specific outcomes. New targets/outcomes are added in light of this evaluation.

Termly monitoring of ongoing SEND provision by the SENCo and a Specialist Teacher from the Specialist Teacher service also takes place, and provision may be adapted in light of feedback from this monitoring.

The SENCo maintains an overview of all provision for pupils with SEN and regularly discusses general SEN needs with the class teachers.

HOW ARE SCHOOL STAFF TRAINED TO SUPPORT PUPILS WITH SEND?

Part of the SENCo's role is to identify any training staff may need in order to meet the needs of pupils with SEN. Staff training takes place in a variety of ways including:

- Staff sharing good practice with each other (e.g. during staff meetings/phase meetings)
- Staff working alongside one another to improve practice (mentoring)
- Advice/training from the External Agencies (both planned opportunities and through staff 'drop-ins')
- Attending training courses
- SENCO/STS/External agencies leading staff meetings on specific areas of SEN

HOW HAVE WE MADE THE SCHOOL ACCESSIBLE TO PUPILS WITH SEND?

The school makes reasonable adjustments, including the provision of additional equipment and services for pupils with SEND and/or disabilities, to prevent pupils being put at a disadvantage. We ensure that equipment used is accessible to all pupils regardless of their needs. Enrichment and after school activities are extended to all pupils irrelevant of their needs. For additional information please see the *Disability Equality Scheme policy*, which includes the *Accessibility Plan* on our school website.

HOW DOES THE SCHOOL SUPPORT PUPILS WHEN THEY ARE LEAVING THIS SCHOOL?

We recognise that transition between year groups and between schools can be difficult for a child with SEN or disability and we take steps to ensure that any transition is as smooth as possible.

Transition to a new school

- We contact the school SENCO and discuss SEN arrangements or support that need to be

made for your child

- If possible, we arrange additional visits to the new school (particularly when a child is moving from Year 6 to Year 7)
- We make sure that all records about your child are passed on as soon as possible, and remain in contact with the receiving school if necessary.

Transition to a new class

- Information is passed on to the new class teacher in advance and a transition meeting will take place with the new teacher
- For some pupils, a transition support book may be set up.

WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT THE SCHOOL'S SEN PROVISION?

In all cases where a parent has concerns about an SEND matter, we would encourage them to contact the head teacher in the first instance.

Parents may also write to the Chair of Governors

The school complaints policy is available on request.

REVIEWED: NOV 2020