



Glaphorn C.E. Primary School

Parents' Information - SEND Information Report

In place from September 2016

Date of next review September 2017

(Annual Review)

Person Responsible: Louise Gregory

Shared with Governors: September 2016

Shared with staff: September 2016

Inclusion Governor: Emma Stephens-Dunn

Signed by Julia Hart, Chair of Curriculum Committee:

Introduction:

New Government Legislation requires us to publish a new report called the SEND Information Report (clause 65 of the new SEND Code of Practice). All Northamptonshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

We welcome your feedback and any future involvement. Therefore, if you have specific questions about the content or about the Northamptonshire Local Offer, please do not hesitate to contact:

Mrs Katherine Towns (Head Teacher)

Miss Louise Gregory (SENCo)

Mrs Emma Stephens-Dunn (SEN Governor)

What is the Local Offer?

The LA Local Offer:

- The *Children and Families Bill* 2014 requires Local Authorities and schools to publish and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

If your Child has Special Educational Needs, what can Glapthorn C.E. Primary School offer you?

At Glapthorn C.E. Primary School, we embrace the fact that our school is very inclusive and that every child is different, therefore the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

Please see the 13 questions below for more information about the SEND provision at Glapthorn C.E. Primary School and how we can support your child.

1) How do we identify SEN?

At Glapthorn C.E. Primary School, we strongly believe that early identification of any additional need is vital. A child may be identified as having a special educational need at different times in their school career. The Code of Practice defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

At Glapthorn C.E. Primary, we use a staged approach:

1. **Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).** This includes a well differentiated curriculum, building on what the children already know. A range of teaching strategies are in place to ensure an inclusive learning environment. Children's progress will be monitored carefully and gaps identified will be targeted with specific support, ensuring strategies are implemented to enable them to make the best possible progress. All vulnerable learners will be included on the whole-school provision map.
2. **Additional SEN Support (including specialist groups run by outside agencies e.g. speech and language therapy)** Children will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all children in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
3. **Statement of Special Educational Needs (pre September 2014) or Education Health and Care Plan (post September 2014)** Children will have access to all arrangements for additional SEN support but will also have an Annual Review of their statement/plan.

This SEN support will follow a graduated approach using the 'assess, plan, do and review' cycle to ensure that the intended outcomes are monitored and that progress is made and maintained.

Every teacher is responsible for the progress of all pupils in their class, including those with SEND. All learners will have access to quality first teaching through a range of approaches whereby 'reasonable adjustments' are made in order that the child can access the curriculum.

2) How are adaptations made to the curriculum and learning environment of learners with SEN? (Glaphorn C.E. Primary School's approach)

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual children. Staff at Glaphorn C.E. Primary School understand that they are obliged to ensure that they consider evidence that may state that a child has a disability under the Equality Act 2010 and if so, will make 'reasonable adjustments' within their teaching for them.

Teachers will ensure that they:

- Deliver high quality teaching, differentiated in a variety of ways for individual learners and make 'reasonable adjustments' so that learners are able to access the curriculum
- Implement time limited and carefully monitored interventions to ensure curriculum entitlement is not compromised
- Plan for individual class support or individual withdrawal
- Further differentiate resources and provide additional aids and resources if necessary
- Plan for pastoral support to target individual or group behaviour

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of provision is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. The support is described on the child's Steps to Success and linked to the whole school provision map. The provision map is modified and updated regularly and provides a tool to evaluate effectiveness of interventions.

3) How do we assess and review SEN?

We ensure that assessment of special educational needs directly involves the learner, their parents/carers and their teachers. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning and the actions required to address them.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. This will enable strategic planning to meet individual needs, demonstrate how support staff are deployed and the accountability for financial efficiency.

If a child has been identified as requiring special educational provision, they will be included on a SEN Support register within the school's provision map. Schools are also required to

keep records of children having SEN Support for the census. Depending on their need and the extent of their difficulties, they may be given Steps to Success (previously IEP) which enables us to focus on particular needs and are seen as a working document, which can be constantly refined and amended.

Children, class teachers and any TAs involved, will help write the Steps to Success to ensure children have ownership and aware of what they need to do in order to make progress. Children will also have a Steps to Success book to record achievements and progress against the targets. This helps with the monitoring and evaluating process. The Steps to Success will be reviewed at least 3 times through the year with the children and parents.

Children with a statement of educational needs or an Education Health Care plan will have an Annual review of their statement and plan. Glapthorn C.E. Primary School uses a Person Centred Approach; this looks holistically to ensure all professionals, parents and children's views are gathered, considered and actions implemented.

4) How do we evaluate the effectiveness of provision for children with SEN?

All children are assessed termly in reading, writing and maths. The SENCO and class teacher will meet with parents (during parents' evening) of children receiving SEN Support to evaluate progress against targets, and general wellbeing.

Further monitoring and evaluation of the effectiveness of our provision for learners with SEN is carried out in the following ways:

- Classroom observation by subject co-ordinators and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning
- Learning walks and observations
- Regular discussions with class teacher and SENCo
- Informal feedback/discussions from all staff.
- Monitoring Steps to Success books, evaluating the impact on the children's progress.
- Talking to children regarding their Steps to Success - when evaluating and writing new ones.
- Pupil progress Tracking using assessment data (whole-school processes)
- Attendance records
- Regular meetings about pupils' progress between teachers and the head teacher

5) How are SEN children enabled to engage in other activities?

As an inclusive school, we do all we can to ensure that children of all abilities and needs are fully included in the life of the school.

- Our deployment of additional staffing and resources, funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all children in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all children in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, attention is given to whether the ongoing learning offer is inclusive.
- Children are encouraged to analyse how they themselves learn and there is ongoing dialogue about this in our classrooms (linked to our PSHE/learning dinosaurs.) Children are given the opportunity and support to develop self-help strategies to ensure full access to the curriculum.
- All children identified as having SEN Support have an 'All About Me' learning passport that provides information to staff about them as a learner.

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

6) Are staff well trained to support children with a range of SEN needs?

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

7) How is Glapthorn C.E. Primary School accessible to children with SEND? (Including equipment)

When specialist equipment or a high level of staffing support is required to support a child with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

8) What support is available for parents/carers of children with SEN in involving them with their education?

Glapthorn C.E. Primary School aims to work in partnership with parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education (this is done through questionnaires, regular parents evenings)
- making parents and carers feel welcome; we operate and promote an open door policy
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need, ensuring we look holistically
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- involving parents and children in their Steps to Success targets
- using a Person Centred Approach during Annual Reviews

9) Who are the people providing support services to children with SEND in the school?

In school provision:

- Teaching assistants support children in class to ensure they are able to access the curriculum. All classes have a teaching assistant so will be able to target children not making the expected progress or children with SEND.
- Mrs. Sue Hunt (Teaching assistant) works on a 1:1 basis with individual children or work with small groups on specific targets.

- Support in the form of specific learning programs, such as Phonics Intervention, are delivered by Teaching Assistants during timetabled sessions through the week, according to need.
- Parental Support Advisor - Denise Slater

The Head Teacher or SENCo is the point of contact within the school who will coordinate the support from outside agencies for each pupil. We seek to respond quickly to emerging need and work closely with other agencies including:

- EHA team
- CAMHS
- Educational Psychology Service
- Northamptonshire Parent Partnership Service
- NCC Sensory Impairment team
- Speech and Language
- Occupational Therapy
- School Nurse
- Behaviour consultant

10) How will we support children with SEN in moving between phases of education, moving school or class?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

Joining Glapthorn C.E. Primary from another school:

- The SENCo will, if needed, visit pre-schools with the Early Years Foundation Stage Teacher or relevant class teacher.
- All SEND children have a one page profile which is created to help with understanding their needs and can be sent onto new schools/created when needed. (Children are involved with this)
- Children can visit and stay for a taster session, if this is appropriate. In reception, we have several taster sessions before your child starts school and these can be increased if this is deemed helpful for the child.

Moving to a different school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- Your child's one page profile will be sent on to the new school.

When moving classes in school:

- Information will be passed onto the new class teacher in advance and, in all classes, planning meetings will take place with the new teacher. Steps to Success and children's books will be shared with the new teacher.

In Year 6:

We will ensure early and timely planning for transfer to a child's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all children in receipt of Additional SEN support and all those with statements of Special Educational Needs. Children with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

11) How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

The school has a Values ethos and all classes have weekly PSHE (Personal, Social, Health Education) lessons to support this development. However, for those children who find aspects of this difficult we offer:

- Lunchtime and playtime support through planned activities by peer Buddies and our Sports Crew.

If your child still needs extra support, with the parents/carers permission the SENCo will access further support through the EHA (Early Help Assessment) process.

- For further information on Northamptonshire County Council's Local Offer please go to:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disability-support/local-offer/Pages/default.aspx>

12) What do I do if I am not happy or have a complaint?

If there are any complaints relating to the provision for children with SEND, these will be dealt with under the school's complaints procedure, in the first instance by the class teacher and SENCo, then, if unresolved, by head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint, the issue

should be taken through the general Governors complaints procedures (see separate Complaints Policy).

13) Are there any links to the services that the school uses for children with SEND?

Effective working links will be maintained with:

Educational Psychology Service: Contact Number: 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/EP/Pages/default.aspx>

IASS - Parent Partnership Service: Contact Number: 01604 636111

Parents are encouraged to contact IASS (Information & Advice Support Services) if they have any concerns over any aspect of their child's education e.g. transfer to secondary school, support arrangements in school or if they are at risk of exclusion. This service provides a confidential helpline to support parents through various school procedures.

www.iassnorthants.co.uk

Local Offer www.northamptonshire.gov.uk/localoffer

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)