

Special Educational Needs Information Report

2016 - 2017

Selborne Primary School is a mainstream Primary School with an Additional Resource Provision (ARP). Our ARP aims to support the development of children (aged 4 – 11) with a statement of Special Educational Needs or an Educational Health Care Plan.

Our Vision

- We want everyone at Selborne to do the absolute best for all children
- Where learning is fun
- Everyone is encouraged to reach their full potential
- We respect and treat each other fairly
- We feel valued as part of the community

Selborne aims to provide a broad, balanced and differentiated curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

All children are valued equally, regardless of their abilities, aptitudes, interests and behaviour. We maintain high aspirations for all children to achieve their full potential both academically and socially.

Quality first teaching is paramount to ensure we fulfil this aim for our children.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in the curriculum and in assessment activities.

For some children, however, it is necessary to provide additional support and/or resources to enable them to achieve their targets in school.

At Selborne Primary we support children with a range of additional needs, including speech and language, learning, hearing impairment, physical disabilities and children on the Autistic Spectrum.

1.Aims of SEND policy

The aims of our SEND policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum

2.What are special educational needs (SEN) or a disability?

The definition for SEN and for disability from the SEND Code of Practice (2014) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3.The kinds of special educational needs for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the Local Authority (LA) admissions policy. If a place is allocated by the LA, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the LA must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources
- Before making the decision to name the school in a child’s EHCP, the LA will send the Headteacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the LA must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP may request consideration of a place at special school if they consider that their child’s needs can be better met in specialist provision.

SEN Areas of need explained

<u>Area of Special Educational Need</u>	<u>Relating to difficulties with</u>
<u>Communication and Interaction</u>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their</p>

	<p>understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<u>Cognition and Learning</u>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia</p>
<u>Social, Mental and Emotional health</u>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
<u>Sensory and / or Physical</u>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Sensory processing difficulties including over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

4.How does the school know if children/young people need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

Assessment

- A child may arrive at Selborne Primary with already identified needs. However, initial identification will most likely be by the class teacher unless concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.

- Early identification is vital. The class teacher will inform the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The school tracking system, beginning with a Baseline Assessment is an aid to early identification and will indicate gaps in knowledge and/or skills.
- The class teachers and SENCO will assess and monitor the child's progress in line with existing school practices.
- Whole school tracking of attainment outcomes will indicate if expected progress is not being achieved.
- The class teacher and SENCO will work closely with parents/carers to plan an appropriate programme of intervention and support.
- The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. Assessment is broken down into smaller steps in order to aid progress and provide detailed and accurate indicators.

5.What should parents do if they think their child may have special educational needs? SE7 1 Q1) (Schedule 1: Points 2 and 4)

If parents have concerns relating to their child's learning then their first point of contact should be with their child's class teacher. For children in FS/KS1 please request an appointment via your child's reading diary; KS2 via your child's home/school link book. Or alternatively arrange an appointment via the school office.

You can also talk to Mrs P.Trofa, SENCO – (Special Educational Needs Co-ordinator to discuss further support, referral or interventions.

The role of the SENCO

The SENCO has responsibility for

- the day-to-day operation of SEND policy
- co-ordinating the provision for and managing the responses to children's needs
- supporting and advising colleagues
- maintaining a SEND list
- contributing to and managing the records of all children with SEND
- managing the school-based assessment and completing documentation required by outside agencies and LA
- acting as the link with parents/carers
- maintaining resources and a range of teaching materials to enable appropriate provision to be made
- acting as a link with external agencies and other schools to enable the continuity of provision when children move to the next stage of education
- monitoring and evaluating the special educational needs provision and reporting to the governing body
- organising and leading termly meetings with the Educational Psychologist from the LA
- Reporting to Governors to inform them of the progress of children with SEND and to the designated SEND Governor through termly meetings – confidentiality is maintained at all times; individual children are never referred to.

The role of the Headteacher

- The Head Teacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND

Governing Body

The governing body

- will elect a representative to monitor the implementation of the policy – Mrs McFarlane
- has the responsibility to ensure that each pupil with SEND participates in the activities of the school as far as it is reasonably practical
- has decided that children with special educational needs will be admitted to the school in line with the school's admissions policy

6.How will the school support my child with SEND? (SE7 1 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- Teachers respond to children's needs by having high expectations for all children
- Quality first/high quality teaching which is differentiated to meet the diverse needs of all pupils
- Children may be given extra support to close gaps in their learning to help them make the best possible outcomes
- In some year groups children may be taught in ability sets in English & Maths
- LSAs – Learning Support Assistants may run small group interventions or support on a 1-1.
- Appropriate professionals will contribute and offer support when required.

7.How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- Communication between school staff to ensure successful approaches/strategies are consistent in all areas of school life, e.g, class teacher to music, art or P.E specialist staff.
- These adaptations may include strategies suggested by the SENCO and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.
- All actions taken by the class teacher will be recorded and shared with parents.

8.How does the school know how well my child is doing and how will you help me to support my child's learning? (SE7 Q4) (Schedule 1: Point 7)

- Children's progress in learning is measured against national expectations and age related expectations.
- Class teachers continually assess each child and note areas where they are improving and areas where further support is needed. Progress is tracked across the school using a variety of tracking documents.
- These are shared with parents/carers during target setting information evenings.
- Additional meetings will take place with the class teacher & SENCO to discuss steps forward to support your child.

- Children who are not making expected progress are picked up through this continuous tracking and through our termly Pupil Progress Meetings between teachers and members of the Senior Management Team and the SENCO. In these meetings discussions take place concerning why individual children are experiencing difficulty and what further support needs to be put in place to ensure their progress.
- You will be informed if we are concerned that your child is not making the expected progress and of what we, together, can do to help.
- You are welcome, at any time, to make an appointment to see your child's class teacher or the SENCO and discuss how your child is getting on. We can offer advice and practical ways on how you can help your child at home.
- Your child's education is a shared responsibility and at Selborne. We aim to work in partnership with you by communicating with you in a variety of ways: Parent Workshops, Parents' Evenings, Year Group Newsletters, website, parent mail and through informal chats and formal appointments.
- You will be informed if we are concerned that your child is not making the expected progress and of what we, together, can do to help.

9. How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- Please look at the school website. It includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.
- The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning.
- Selborne organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the school who will locate information and guidance for you in this area.
- Contact details/referrals to parent supporting agencies, such as I SAID, SAFE or training/workshops available in the borough.

10. What support will there be for my child's overall well-being? (SE7 Q5) (Schedule 1: Point 3)

Selborne offers a variety of support for all pupils including those who may be experiencing emotional difficulties. These may include:

- Opportunities for children to talk with members of staff such as Head Teacher, teachers, Learning and Behaviour Support Worker, teaching assistants or midday supervisors if they have any concerns they wish to discuss.
- Support from external agencies may be provided if deemed appropriate.
- Some pupils may be targeted in the morning and be given 'time to talk' with a known teaching assistant.
- Some pupils may be chosen to be part of a social skills group run by an experienced teaching assistant.
- The Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

- “You Can Do It” is now established throughout the school. This programme endeavours to develop, nurture and reward talents which may be hidden in the key areas of Confidence, Persistence, Organisation, Getting Along & Resilience.
- YCDI seeks to recognise the achievements that the child has attained in and outside of school.
- We have a School Council with two representatives from each class years 1 - 6
- The school has attained Healthy School status which evidences the work undertaken within the school to support pupils’ well-being and mental health

11.Pupils with medical needs.

Pupils with medical conditions

- Will have a detailed Medical Health care Plan, held in the medical room; shared with all staff who work with the child.
- This will be compiled with the school nurse and parents

How does the school manage the administration of medicines?

- A child will be administered prescribed medicine from a doctor or hospital if their parents complete an authorisation form obtainable from the school office.
- All teachers have information about a child’s medical needs.

Where necessary and in agreement with parents/carers, medicines are administered in school but only when a letter of authorisation is in place. This is to ensure the safety of both child and staff member.

12. What specialist services and expertise are available at or accessed by the school? (SE7 Q6)

Termly meetings are held between the SENCO & Educational Psychologist to discuss the progress and needs of some children who despite the delivery of high quality teaching and appropriate interventions require further intervention and strategies to best meet their specific needs. You will always be invited to come and discuss the options with the teacher & SENCO. On occasion specialist advice may be sought immediately due to the nature of the concern e.g. a child new to the school; a child with significant speech & language difficulties; behavioural concerns.

When parental permission has been obtained referral may be made from the appropriate services. These may include

- Health - School Nurse
- Clinical Psychologist - Selborne – Miss R.Afsharzadegan
- SAFE - Supportive Action for Families in Ealing
- CAMHS - Children & Adolescent Mental Health Service
- CDT - Child Development Team
- NDT - Neuro-Development Team
- Educational Psychology
- Ealing Special Educational Needs Support Service - Hearing / Visual
- Speech & Language Service
- Occupational Therapy Service
- Primary Behaviour Centre
- Specialist Dyslexia Teacher
- Autism Awareness - Spring Hallow
- Specialists in other schools eg Special Schools - Castlebar
- Social Care

13.What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Educational Psychologist, Primary Behaviour Team, Speech Therapist have all given their expert advice/training on areas pertinent to their specialism to teachers & LSAs.

- The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff to support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

14.How will my child be included in activities outside the classroom, including school trips? (SE7 Q8) (Schedule 1: Point 3)

- All children are included in all parts of the school curriculum which may be differentiated to meet individual needs.
- We aim that all children are included on school and residential trips and will work with you to provide the support that they may need to ensure that these are successful.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. No child with SEND is excluded from any activity unless the risk assessment shows that this would be an unsafe for a child.
- If there are concerns about the safety of an activity for a child, alternative activities will be provided.

15.How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

The school building is fully accessible. There are slopes into all classrooms in the main block and Gilbert White Building. A lift was incorporated in the recent renovations. Mobility training will be sought for children as appropriate.

16.How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

17.How is the decision made about the type and how much support my child will receive? (SE7 Q12) (Schedule 1: Point 7)

- When a child has been identified as requiring additional support we will decide the most appropriate intervention to meet their need. Most interventions run for a half term, their impact is assessed and if progress has not been made, decisions are taken as to whether the intervention should be continued, adapted or a different intervention tried.
- Interventions may be delivered in small groups or on a one-to-one basis and cover a range of needs. Your child's class teacher will be happy to discuss the types of strategies and programmes that may be used to help meet your child's needs. These are some of the strategies we may use.
- Strategies/programmes to support speech and language
- Strategies to support/develop literacy
- Strategies to support/develop numeracy
- Strategies/support to develop independent learning

The support and type of support required for pupils failing to make expected levels of progress is discussed in termly progress meetings that are undertaken between the year team teachers and a member of the senior management team.

- Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided, during this early discussion, that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments
- If your child has an IEP because they have been identified as requiring SEN support a comment will be made against each target to show what progress he/she has made. This will be shared with you and new targets set.
- If he/she does not meet the set target we will discuss reasons for this, adapt the target or take a different approach to ensure that your child makes progress.
- For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided.

- Under the SEN Code of Practice 2001, children will have already been issued with a Statement of SEN will be transferred to an EHCP. Their legal rights will be safeguarded during this period of transition.

18.How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- discussions with the class teacher, SENCO or senior leadership team member
- parents' evenings
- meetings with support and external agencies
- Formal Annual Review meetings for children with a EHCP

19.Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- SENCO
- Headteacher
- For complaints, please contact the School Governor (Mrs McFarlane) with responsibility for SEND via the school office.
- ISAID (Formally - ContinYou Ealing Parent Partnership Service)

20.Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

21.Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13)

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0>