

# HALL MEADOW PRIMARY SCHOOL

## SEN REPORT

DATE:

SEPTEMBER 2017

### SEN PROFILE

Pupils registered as Stage 1 19

Pupils registered as Stage 2 13

Pupils registered as Stage 3 (Full statement or EHCP) 1

Number of pupils targeted for additional support and specific intervention 19 with additional children supported as identified by the class teacher

(These figures are accurate for September 2017)

### Provision Mapping

Provision for children is organised on five levels and the expenditure of these activities are recorded each term. The impact of intervention is measured in terms of a child's social, emotional and cognitive development and their general sense of wellbeing and engagement.

The first level of support for children with special educational needs is high levels of differentiated activities planned by the class teachers.

The second level of support involves the deployment of learning support staff to work with children on differentiated activities that support the development of key skills in English and Maths.

The third level of support is focussed on specific intervention strategies that are designed specifically in relation to key development areas that each pupil needs. This intervention may take the form of small group support or 1-2-1 working arrangements. Learning support staff records the specific progress that pupils make in their working records. Children may have a wellbeing or individual education plan that identifies their specific learning needs. All children on the SEN register with an identified need will have an Individual Education Plan (IEP) that is reviewed each term and progress identified accordingly.

The fourth level of support is intended for pupils who have a full statement of special needs or an Education Health Care Plan from September 2014. This involves a specific member of staff being identified to work on the statement or health and education plan objectives. Group, class and extra-curricular provision may also be involved at this level. As with all areas of special needs intervention, progress that the pupil makes is recorded thoroughly.

The fifth level of support is intended for pupils whose needs cannot be met within the remit of our own existing school provision. This involves the engagement of other professional who may work with a pupil to develop specific aspects of their learning. Examples of this provision include: personal tuition, occupational therapy, speech therapy, play therapy, physiotherapy, speech & language therapy, autism outreach and any other provision deemed necessary to secure the pupils' progress.

### Expenditure

Within class SEN support and Wellbeing £96,161

Specific SEN support £6982

Pupil Premium and LAC £3000

**Pupil Achievement Priorities**

Our development priorities to secure continuous progress for pupils with special educational needs include:

- To use diagnostic tools purchased by the school to support the needs of pupils and identify next steps.
- To act on the advice of external providers to ensure that the children are being supported as needed so that we can give advice to parents and carers.
- To ensure that the provision in school supports the needs of the children and targets the needs of the children from the data that is provided especially in KS2.
- To ensure that English and Mathematics are being taught appropriately throughout the school and children are being supported accordingly.
- To develop the independent reading skills so that they can continue their learning in the home environment and accelerate their progress in reading.
- To close the achievement gap for SEN and vulnerable groups in years 3, 5 and 6 through interventions provided.
- To use well-being provision to secure target pupil engagement within school and develop a purposeful approach to learning that supports their attainment.
- To support the children with their approach to learning to enable them to engage fully in learning.

**The kinds of Special Educational Needs which are provided for in our school:**

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual Impairment
- Cerebral Palsy
- ADD/ADHD
- Well being – Social, emotional and behavioural needs
- Williams Syndrome

**Our school's policies for identifying children and young people with SEN and assessing their needs**

- At Hall Meadow Primary School, we work closely together to ensure that the needs of all the children are being met in a range of different ways.
- We carry out assessments within school e.g. termly tracking, observation, data analysis, and work with vulnerable groups and close discussion with staff and parents.
- External agencies are bought in to carry out assessments as needed and this information feeds into the IEP's for the children and information is also used when making applications for higher needs funding.
- Observations by the class teacher, LSA, SENDCo and head teacher enable the school to ensure that the best possible provision is in place for the child.
- Close liaison between school and home is paramount for the child's development.
- Regular meetings and discussions with parents to ensure that the child's needs are being met and that the child is making progress using the advice given.

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### **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**

Annual reviews are held yearly for children with a statement or an Education Health Care Plan. The parents, children and staff review the progress made by the children and identify next steps for the year ahead. Children are assessed at three times over the year looking at their academic achievement. This is analysed by the SENDCo and IEP targets are changed accordingly. Well being is tracked at the beginning of each term and at any other point over the school year as the children's needs are identified. Working records and daily class records allow the teacher and LSA to ensure that the children are being supported as necessary within the class.

IEP's are reviewed at least three times a year or as and when the provision needs changing for the child. The targets are monitored by the SENDCo and governor responsible for SEN. Training is given to all new staff to ensure that targets being written are SMART and use the advice given from external agencies.

### **Our approach to teaching children and young people with SEN**

All children at Hall Meadow are taught through an inclusive, creative and enquiry curriculum. The children's needs are identified with strategies and approaches being given to enable them to achieve their individual potential. Lessons use a range of teaching and learning styles to ensure that all children can access the learning. Children are included in all lessons, activities after school and off site visits, support is given to vulnerable children on all occasions to ensure that they can access all elements of the provision provided.

### **How adaptations are made to the curriculum and learning environment of children and young people with SEN**

- The children all have a broad and balanced curriculum which encourages children to be life long learners. Work is differentiated in all lessons and the children are given support in order for them to achieve. Learning Support Assistants (LSA's) ensure that the children are able to complete the work given and make adaptations as necessary.
- Learning environments are stimulating and informative encouraging the children to develop independence when working. Adults guide the children so that they know where to find resources and how they can use them when working.

### **How our school evaluates the effectiveness of its provision for children and young people with SEN.**

- Looking at the outcomes of the children on a day to day basis through: observations, marking discussions with the class teacher, LSA and child as well as looking at the academic achievement of the child throughout the year.
- A detailed data analysis takes place at three times over the school year and targets are changed accordingly to ensure that the children are being supported appropriately and are able to make progress this is for children identified as SEN and the vulnerable groups within the school.
- RAISE online data is looked at each year to ensure that the children identified with SEN continue to make progress in line with national expectations.
- Termly tracking of all children on the SEN and Target register looking at the provision in place and the progress that the children have made. From this information new targets are written ensuring that the children are able to make small steps of progress.
- Review meetings with parents and staff enables the school to see what has worked well and what needs working on further in order for the children progress further.
- Diagnostic tests are used to ensure support is targeted appropriately for each individual child.

**How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. We endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- 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 pupils 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 pupils 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, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

**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**

The school has a **WELL** (Wellbeing and Educational Link Leader) worker; Shoma Ricotta to support the children and parents with social, emotional and behavioural (wellbeing) needs.

The WELL worker is responsible for;

- identifying (through the use of a whole-school tracking system) children and/or families with wellbeing needs or concerns and putting into place appropriate interventions or support strategies
- drawing up necessary IWP plans and arranging/delivering appropriate intervention strategies or programmes
- keeping detailed working records and details of the progress of all children/families receiving wellbeing support
- evaluating and reporting on a termly basis to the SENDCo / Head the progress of all children/families receiving wellbeing support
- evaluating regularly the impact and effectiveness of all additional interventions for children identified with wellbeing needs
- liaising with and working closely with the SENDCo
- liaising with and advising teachers and Learning Support staff
- liaising and consulting sensitively with parents, families and pupils identified with wellbeing needs
- liaising with and working closely with a range of outside agencies to support children and families identified with a range of wellbeing needs
- updating the provision map for wellbeing
- contributing to the in-service training of staff

**Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- The SENDCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings to ensure they are up to date with new information and this will be cascaded to all staff.
- 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.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school, as far as possible, services available as part of the Local Offer. Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.
- Specific training will be put in place to address a specific need so that the child is supported correctly and the adults working with that child can meet their needs appropriately and confidently fulfilling all objectives.
- We will ensure that newly appointed staff have relevant qualifications and experience in order to support the child that they are working with. Further training will be offered throughout the time at school.
- External agency support will be regularly used in school to ensure that the children are receiving the most up to date support available.

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil 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. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

**Arrangements for consulting parents of children with special educational needs and involving them in their child's education**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education and making them feel welcome at the school
- 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
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

**Arrangements for consulting young people with SEN and involving them in their education**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

**How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families**

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including:
  - EHA team
  - CAMHS
  - Educational Psychology Service
  - Autism Awareness
  - School Nurse
  - Northamptonshire Parent Partnership Service
  - NCC Sensory Impairment team
  - Local NHS services
  - Targeted Prevention Team
  - Education Entitlement Service
  - Early Years SEN support service (Inc Portage team)
  - Multi-agency safeguarding hub
  - SALT
  - Occupational Therapists
  - Physiotherapists

- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

**Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

- We will ensure smooth transition into our school from nursery or pre-school and from our school into the secondary education.
- We will ensure early and timely planning for transfer to secondary education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise

**Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENDCO/EML Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

**The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

*(Please refer to our school's Safeguarding Policy for details of how we access the EHA team and Multi-Agency Safeguarding Hub)*

Information on where the local authority's local offer is published.

[localoffer@northamptonshire.gov.uk](mailto:localoffer@northamptonshire.gov.uk)