

Special Educational Needs at Sebert Wood School Report 2016



As part of their statutory duties, governing bodies must publish information about and report on, the school's policy on special educational needs. At Sebert Wood we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children.

Approximately 1 in 5 children will have a special educational need at some time during their school career. This means they may have a difficulty with:

- Reading, writing or maths
- Understanding information and other people
- Expressing themselves
- Relating to other children or adults
- Sensory perception or physical mobility

These difficulties cause barriers to learning.

The purpose of this guide is to provide more information about how we teach and support children to achieve their potential.

Who are the best people to talk to about additional support?

- In the first instance the class teacher; they are best placed to know your child's needs.
- SENDCo: Mrs Sharon Dade
- Headteacher: Mr Peter Dewhurst.

How does the school identify children who need SEN support?

A child has a special educational need if he or she has a learning disability that means 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.

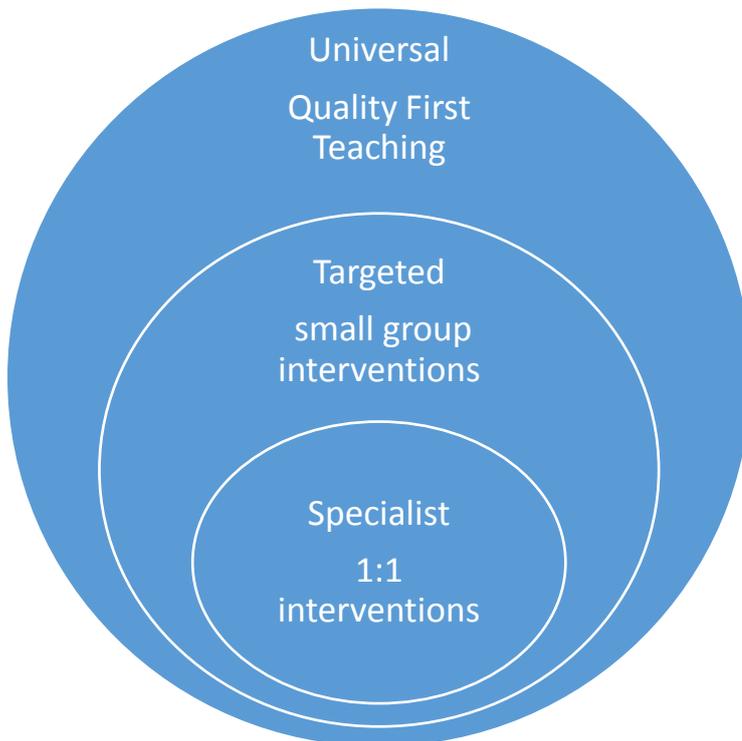
The assessments we use include:

- Listening to the views of children
- Informal meetings with parents / carers
- Assessment for learning; setting achievable, measurable targets and monitoring children's success in achieving those targets
- Termly class assessments which are shared and tracked at pupil progress meetings
- Discussions with and observations by literacy / numeracy leaders and SENDCo
- Consideration of any difficulties with memory, motor skills and vocabulary
- Standardised Assessments (phonological assessments, vocabulary assessments, early numeracy test)

- Information sharing between teachers, support services, parents / carers with the pupils involvement as appropriate
- Developmental history with parents including speech and language issues
- Referral and consultation with educational psychologist
- Referral to the school nursing team
- Speech and language therapists

What types of support are available?

We assess each child individually and provide personalised support within three levels:



Universal:

Quality First Teaching is what every child can expect at Sebert Wood Primary School.

- We start from what the children already know and set small targets or learning objectives.
- We then plan and teach differentiated activities and provide small group support to enable children to achieve these targets.
- We provide plenty of opportunities for practice.
- We monitor progress.
- We ensure that parents are aware of the nature of support and the reasons for it.
- We listen to the views of parents and pupils and involve them in the decision making.
- We consider children's self- assessment.
- We plan support from class teachers and specialist teaching assistants.
- We have regular parents evenings and write end of year reports.

Targeted:

- We determine children's areas of strength to establish whether the child has difficulties across the curriculum.
- We collate data, assessment levels, phonics and spelling assessments.
- We assess skills such as reading accuracy, fluency and comprehension, phonological awareness, auditory and visual memory.
- We consider underlying ability, behaviour, motor skills, medical needs and attendance.
- We create a personal 'pupil passport'.

Children may access some of the following small group interventions to achieve their targets:

- Listening skills activities for English and Maths
- Speaking and listening activities based upon ELKLAN teaching methods
- Pre-teaching of topic vocabulary
- Gym trail
- Time to talk
- Bear Necessities
- Dancing Bears
- Nurture
- Lego Therapy

Specialist:

This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of support or small group teaching. Usually your child will need support from professionals outside the school. This may be from Local Authority central service such as County Inclusive Resource (CIR the outreach team for children with Autistic Spectrum Disorder), Educational Psychologists and sensory services for students with a hearing or visual need.

For your child, this would mean creating a personal pupil passport detailing the provision which would include 1 to 1 interventions, a personalised curriculum, exercise programmes, Speech and Language programmes to support Speech Therapists.

Sometimes the degree of support required may not be provided from the usual resources and budget available to the school. Additional resources may be provided via an Education, Health and Care Plan (EHCP). Obtaining an EHCP is a legal process which sets out the amount of support that will be provided for your child and what the provision will look like.

How is extra support allocated to children?

Support is allocated on a needs basis and depending on children's progress which is discussed at termly pupil progress meetings. Resources, including staff, are reviewed and deployed as appropriate. The SEN budget is used to deploy staff and buy appropriate resources. Suffolk County assessments are completed; evidence of children's needs collected and additional 'Higher Tariff Funding' is applied for following Suffolk County Council's criteria.

How will we measure the progress and review provision for your child?

- School assessments including English, maths and PSHE (Personal, Social and Health Education)
- Reading / spelling tests

- Progress against their individual targets including P scales from the end of Year 1 and EYFS goals in Year 1.
- Reviews of interventions

At Sebert Wood pupils with SEND make progress in line with other pupils without SEND. We always involve children and their parents in the monitoring and review process.

How can I tell the school I am concerned about my child's progress or well-being?

Your first step should be to talk to your child's teacher. If you feel that additional support is needed beyond the universal level of provision, please speak to:

The Special Educational Needs and Disability Co coordinator (SENDCO) Mrs Sharon Dade
sharon.dade@sebertwood.co.uk

Headteacher: Mr Peter Dewhurst via the school office or admin@sebertwood.co.uk

How will the school work with me as a parent in discussions about my child and their learning?

- We will invite you in to discuss your child and any concerns.
- We will discuss next steps that should be taken in school and at home.
- We will make any referrals to outside agencies as necessary and inform you of this.
- We will implement any steps required at school and offer ideas for support at home.
- We will review progress termly and discuss next steps

How do we involve young people with SEN in discussions about their education and support?

- We encourage children to talk about their learning and how to make it better.
- We encourage children to challenge themselves against their own personal targets and celebrate all achievement.
- We have child friendly pupil passports that are created and reviewed with the children

How are adults in school trained and supported to work with children with SEN?

All teachers are trained to provide Quality First Teaching and differentiate appropriately for all the children in their class. Teachers regularly attend training in supporting children with special educational needs through externally and internally run courses. Strategies are shared at staff meetings and other training days. Mrs Dade is a Nationally Accredited SENCo and attends termly cluster meetings with other SENCo's and is part of the Bury Schools Partnership SEND Network.

Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

We have specially trained Teaching Assistants to implement the following:

- Nurture
- EKLAN approaches to enhance speech and language skills
- English and Maths interventions

- Bear Necessities and Dancing Bears reading programmes

In addition, this year staff attended training on the following:

- Lego Therapy delivered by County Inclusive Resource
- School Safe de-escalation techniques
- Autistic Spectrum Disorder training delivered by County Inclusive Resource
- Specific training linked to medical needs.
- Foetal Alcohol Spectrum Disorder
- Behaviour Management

New Teaching assistants who work one to one with pupils have spent time shadowing more experienced members of staff as part of their induction programme and continuing professional development.

How will the teaching and curriculum be adapted for my child with SEN?

- Differentiated work and teaching strategies
- Teaching assistant support
- Visual timetables and visual prompts; now, next, later schedules
- Workstations
- Nurture Room access
- Resources, such as support aids, headphones, computer programs, apps and software
- Specialised reading books
- Coloured overlays
- Work copied on different coloured paper or different coloured backgrounds on the interactive whiteboards.

Who are the other people providing services to children with SEN?

- Speech and Language Therapists
- Local Advisory Teacher
- Educational Psychologist
- School Improvement Service
- Child and family support service
- Behaviour Support Service
- Paediatricians
- Child and Adolescent Mental Health Services
- GP, School Nursing Services and Health Visitors
- County Inclusive Resource (Autistic spectrum support in school)
- Occupational and Physiotherapists

This year to date we have worked with 9 different agencies to support individual children including private and NHS Speech and Language Therapists, an Educational Psychologist, The Primary Mental Health Team, an Occupational Therapist and Early Intervention support teams. The Olive Academy Outreach team are working in school three times a week and the children with a diagnosis of Autism continue to have support from County Inclusive Resource (CIR)

How is Sebert Wood accessible to children with SEND?

Physical: The school is on one level, all entrances and exits are accessible and there is a fully equipped disabled toilet and shower in school and Nursery. Additional resources are available as required.

Visual: All classes have interactive whiteboards, laptops and access to ipads to enable resources to be visual. Visual prompts and visual timetables are available for all children and personalised as necessary

Auditory: Seating arrangements are considered and additional resources such as headphones can be used.

Kinaesthetic: Tactile resources are readily accessible and there are spaces for outdoor learning.

How will we prepare and support your child when joining the school or when they leave our school or move into another class?

- We encourage all new children to visit the school prior to starting
- For children starting in Reception, we hold a meeting for parents in addition to planning a series of visits for children and their parents in the Summer Term, in order to help children, parents and staff get to know each other
- A transition form is sent to all pre-schools and other schools prior to children transferring to Sebert Wood the Reception teachers visit settings and Mrs Dade will meet with existing setting SENDCo's and do home visits where it is felt there is a need
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both the existing and new school.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

Children are prepared for their new classes or schools using discussion times such as circle times. They meet new teachers; personalised books are made which will include photos of significant adults; resources and equipment are discussed in school and sent home as a talking point; visits to new classes and schools are made over time.

Mrs Dade has met with the new SENDCo from Sybil Andrews High School and has visited two schools offering special provision in the area. We are also working very closely with a specialist Nursery.

Key Priorities for 2017

- Review SEND Policy
- Introduce teaching assistant standards to define the role and purpose of teaching assistants to ensure we maximise the educational value and contribution of staff working directly with pupils.
- Mrs Dade to complete an Dyslexia accreditation award to enhance and evidence to identify and provide specific support for pupils.

Where else can I find support information as a parent of a child with SEN?

You can read our school policies on relevant issues such as those below by visiting our website

Anti Bullying Policy

Behaviour Policy

Complaints Procedure

Medicine Policy

SEND policy

Intimate Care Policy

School Accessibility Plan