

Special Educational Needs at Sebert Wood School Information Report



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.

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.

This information report provides an outline of how we work towards achieving this and what we have in place in school to support your child.

What is SEND?

The Department of Education SEND Code of Practice states that;

A pupil has SEN 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. A child of compulsory school age or a young person has a learning difficulty or disability if 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 or mainstream post-16 institutions*

At Sebert Wood, we follow this definition in our identification and support for children in our school. Over a child's time in school there may be times when they struggle and need support. We would class them as having Special Educational Needs if they were working at a significantly lower level than their peer group, or had a specific need that required additional provision. Once a child is placed on the school's SEND register it doesn't always mean they remain as a SEND child for the rest of their school life. We regularly review the progress and attainment of children and if a child no longer requires additional support, they will be removed from the school's SEND register.

What types of Special Educational Need are there?

Following the guidance in the SEND Code of Practice, we group needs into four main areas:

Cognition and Learning (C&L) This is where a child may have specific learning difficulties (SpLD) such as dyslexia or dyscalculia. This also includes: Moderate learning difficulties (MLD), severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD)

Communication and Interaction (C&I) This is where a child may have speech, language & communication difficulties. This category also includes children who have Autistic Spectrum Disorders which can impact on a child's ability to socialise and interact with others.

Social, Emotional and Mental Health Difficulties (SEMH)

This is where a child has behavioural difficulties, or conditions that impact on their social, emotional and mental health such as Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and Attachment Disorder.

Sensory and/or Physical Needs (SN / PN) This is where a child may have a vision or hearing impairment that requires specialist support and/or equipment to support their learning. It also includes children who have a physical disability that requires on-going support, equipment or modifications to school to enable them to access learning.

Children may fit into more than one area of need. At school we identify a primary need, but will also recognise that children can have more than one area of need that needs supporting.

Data

This is a breakdown of the children with SEND needs within Sebert Wood School in the Spring Term 2019

	Number of children on SEND register	EHCP	C & I	C&L	SEMH	SN/PN	Boys	Girls	PPG and SEND
Whole School	25	2	9	14	4	0	16	11	5
	27								

This data may well change over the academic year as we continually review children's needs, progress and attainment.

How is Sebert Wood accessible with 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 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 or they are personalised.

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 does the school identify children who need SEN support?

There are some children who join the school who have already been diagnosed with a condition or disability. (You can read about how we work to ensure a smooth transition into school for them in the section about transition, later on in the report). However, for most children, as we get to know them in school and we track their progress and attainment and observe them participating in school life. If a child is not making the progress we would expect of them, or showing signs of struggling in a particular area, we would be interested in taking a closer look to see how we can support them, or identify what might be causing them not to achieve as well as their peers. Therefore, initially, the class teacher would highlight children they were concerned about to the SENDCo. At this point class teacher and SENDCo would discuss next steps and what support could be provided for that child. We also use some screening tools such as-

- Reading and Spelling Tests
- British Picture Vocabulary Scale (BPVS)
- COPS
- Phonic Assessment Battery (PHAB)
- Phonic Awareness Test (PAT)
- HAST Spelling

We also:

- Listen to the views of children
- Have informal meetings with parents / carers
- Complete termly class assessments which are shared and tracked at pupil progress meetings
- Have discussions with and observations by literacy / numeracy leaders and SENDCo
- Consider any difficulties with memory, motor skills and vocabulary
- Discuss the child's developmental history with parents including speech and language issues
- Use information shared between teachers, support services, parents / carers with the pupils involvement as appropriate

What types of support are available?

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

Universal:

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

- 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
- Bare Necessities
- Dancing Bears
- Success at Arithmetic
- Lego Therapy
- ELSA (Emotional Literacy support assistant)
- Numicon
- Enhanced Teaching Assistants ratios within classes for specific children in Literacy or Maths

Specialist

This means your child will have been identified by the class teacher and SENDCo as needing a particularly high level of support or small group teaching. 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 and follow up work from a Speech Therapist. Each time a new support plan is written parents/carers and the child will have the support plan shared with them. Parents and carers are encouraged to contribute to the support plan and ideas for how to support the support plan at home are also given.

Sometimes the degree of support required may not be provided from the resources and budget available to the school. This is usually provided via an Education, Health and Care Plan (EHCP). This 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.

Education and Health Care Plans

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Educational Health Care Plan (EHCP) An EHCP is a statutory document for individual children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs. In a school setting, an EHCP may come with some additional funding to help provide the additional support identified in the EHCP. In the past, this was allocated as additional TA hours. This year, this is changing to a 'banding' system where a child in receipt of an EHCP will be given a band which will indicate the funding they receive. This will mean the school has more flexibility to work with parents/carers on deciding how the funding will be used to support the child's individual needs. An EHCP is sought from the Local Authority. It is a legal process where the authority makes a statutory assessment of the child's needs. The school, or parent/carers, are able to request for a EHCP assessment. The request is made to the 'Panel of Professionals' by using a range of information about your child gathered from the school, home and any other professional who has worked with your child. The panel decides whether your child's needs seem complex, severe or long – term enough to require an EHCP. If the panel decides that they do not feel that your child does require an EHCP, they will ask the school to continue with the current support they are providing. The school (and parents/carers) can request for the EHCP application to be reconsidered and submit additional information if required. An EHCP is a legal document and it is reviewed annually to ensure that it still fits with the needs of the child.

If children fail to make progress in spite of high quality targeted support we may apply for your child to be assessed for an EHC Plan. Generally we will make a referral for a child to be assessed if:

- The child is in the care of the Local Authority and therefore additionally vulnerable.
- The child has a disability that is lifelong and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think the child may need specialist provision.

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 and based upon the needs of the children. The SEN budget is used to deploy staff and buy appropriate resources. Suffolk Local Authority also has a system for securing High Tariff Needs top up funding whose needs match specific criteria and whose needs are considered greater than can be met through the schools general budget. If the school can provide evidence of the child's needs meeting the strict criteria set then extra funding will be secured. The funding is set out in bands with the amount awarded increasing as there complexity of needs increases.

Children with an EHCP (Educational and Health Care Plan) will have resources allocated appropriately and carefully depending on the content of the plan. If the plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. You will be told by the Local authority if you are eligible for a personal budget.

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

Data shows that over time 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 will the school work with me as a parent in discussions about my child and their learning?

We are very much aware that parent/carers have much to offer in developing a full picture of children's needs and abilities as well as play a very important role in supporting their child's progress in school.

- we will invite you in to discuss their child and any concerns
- we will discuss next steps in school and at home
- we will make any referrals to outside agencies as necessary
- 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 the children to challenge themselves against their own personal targets and celebrate all achievement.
- We have child friendly pupil passports and One Page Profiles that are created and reviewed with the children.
- As part of the school's monitoring systems children are asked their opinion of aspects of the school. We call this 'pupil voice'. This could be through discussions with SENDCo or other senior leaders, or by raising ideas through the school council. If a child has an EHCP, they are invited to contribute towards the application and each annual review.

How are adults in school helped to work with children with SEN and what training do they have?

All staff have a responsibility to support children, and across the school teachers and Teaching Assistants plan and provide support for SEN children. All Teachers 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 SENDCo and attends termly cluster meetings with other SENDCo'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:

- English and Maths interventions
- Bare Necessities and Dancing Bears reading programmes
- Beat Dyslexia
- 1st Class at Number
- Toe by Toe

- Precision Teaching (strategy to help children learn)
- PECS (visual support to aid communication)
- Proloqo2Go (app to help with communication)

We have specially trained Assistants who have done EKAN training to enhance children's speech and language skills. They work closely with the NHS Speech Therapists who come into school and do all the follow up from the individual sessions.

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.

In addition this year staff attended training on the following:

- Lego Therapy delivered by County Inclusive Support service
- School Safe de-escalation techniques
- Autistic Spectrum Disorder training delivered by County Inclusive Support service
- Makaton
- Attachment
- Specific training linked to medical needs – Diabetes and Epilepsy.
- Foetal Alcohol Spectrum Disorder
- Behaviour Management and Support
- Where appropriate, adults are trained for manual handling to ensure that they know how to support and help children in a manner which keeps both the adults and child safe.

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

- Differentiated work
- Teaching assistant support
- Visual timetables and visual prompts; now, next, later schedules
- Workstations
- Individual timetables
- Access to quiet areas to work in
- Resources; such as support aids, headphones, Computer programs and software
- Specialised reading books
- Coloured overlays
- Individualised curriculum
- Social stories and cartoon conversations
- Work copied on different coloured paper or different coloured backgrounds on the interactive whiteboards.
- Resources such as writing slopes, wobble cushions and handwriting resources to support children's motor skills.
- We have a range of equipment to aid gross and fine motor skills as well as sensory needs.

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

- Speech and Language Therapists
- Local Advisory Teacher
- Educational Psychologist
- Child and family support service
- Behaviour Support Service
- Paediatricians
- Child and Adolescent Mental Health Services
- GP, School Nursing Services and Health Visitors
- County Inclusive Support Service children with on the Autistic Spectrum and Children who need support with behavioural Difficulties.
- Occupational and Physiotherapists
- Behaviour Support agencies

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 and the children with a diagnosis of Autism continue to have support from County Inclusive Support services.(CISS).

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 school
- 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 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.
- Mrs Dade meets with the SENDCo's from Sybil Andrews and King Edward High Schools.
- 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 schools.
- 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.
- We are also working very closely with a specialist Nursery.

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 significant adults; resources and equipment which are discussed in school and sent home as a talking point; visits to new classes and schools

are made over time. We have a transition policy in place and a comprehensive programme is in place to support all children into their new classes.

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

Key Priorities for 2018 2019

- 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 staff working directly with pupils.
- Involvement in National initiative the Maximising the Impact of Teaching assistants.
- Involvement in the initiative Dyslexia Matters
- Develop the role of Emotional Literacy Support Assistant (ELSA)
- Investing in resources to support sensory and emotional needs.
- Develop Inclusion Team.

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

Parents and carers of children with SEND can access Suffolk SEND information Advice and Support Service (SENDIASS) through where they can offer advice and are able to voice any concerns you have.

Where can I find out about the local authority's local offer?

The 'Local Offer' is a requirement for the local authority to provide a place where parents, carers and young people can find out information on what schools and services there are and what they can provide for children and young people with Special Educational Needs. This will enable parents, carers and young people to understand what is available to them in the local area and make informed choices.

Suffolk Info Link : <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>

You can read our school policies on relevant issues by visiting our website

Anti Bullying Policy

Behaviour Policy

Complaints Procedure

SEN policy

