

SOUTH STREET PRIMARY SCHOOL



SEN & Disabilities Information Report

January 2017

POLICY DOCUMENTATION

Special Educational Needs and Disabilities Information Report

South Street Community Primary School is a maintained mainstream school for students from the age of 3 to 11. Pupils have a broad range of special educational needs including dyslexia, autism, emotional and social difficulties, speech and language and physical disabilities.

The Special Educational Needs Coordinator is Mrs E Tyrie who can be contacted by phone on 0191 4773993 or by email at elizabethtyrie@gatedu.org

AIMS

South Street School is an inclusive school and we believe all children have a right to a full education and so we strive to ensure that all children have access to a broad and balanced curriculum and have the opportunity to fulfil their own potential. We aim to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need identified in the SEND Code of Practice (September 2014). We aim to ensure all children receive necessary support within school and that work is precisely pitched to children's needs.

A child is deemed to have special educational needs if they have a learning difficulty, which requires extra provisions to be made for them to deal with their needs.

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 of 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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014).

At South Street School we aim to:

1. Ensure an ongoing whole school approach to identify, assess and support children with SEN;
2. Achieve early identification of children with SEN through observation, monitoring, assessment and liaison between staff parents and children;
3. Meet the needs of children with SEN through support and differentiation to allow access to the whole curriculum so that they achieve their full potential;
4. Set learning outcomes for children sometimes in the form of Learning Plans and to incorporate them into curriculum planning;
5. Review and assess children's progress to SEN outcomes;
6. To provide support for children's learning and carry out interventions to target children's learning;
7. To use assessment to monitor progress and effectiveness of interventions;
8. To ensure those children who are not making support despite interventions are referred, with parental agreement to an appropriate outside agency to access support, advice, assessment and resources;
9. Fully encourage parents and children's participation in SEN procedures;
10. Involve the governing body and all teaching staff in the regular review and development of the policy and guidelines;
11. Share responsibility in identifying, supporting and reviewing children with SEN and therefore all staff are involved in this process - teachers, teaching assistants and SLT;
12. Ensure staff training provides skills to meet children's individual needs.

The Definition of SEN

There are four areas of need which determine a child's ability to learn and develop. If a child experiences problems functioning in one or more of these areas they have a learning difficulty.

1. Communication and interaction - Difficulties with development of speech and language and communication with others. These children may have difficulty communicating their needs, understanding what is being said to them or interacting with others. Children on the Autistic Spectrum are likely to have difficulties with social interaction and language and communication.
2. Cognition and learning difficulties - Children may experience moderate, severe or profound learning difficulties so the child may need support to make progress despite a differentiated curriculum. Children with Specific learning difficulties (SpLD) encompass conditions such as dyslexia and dyscalculia.
3. Emotional and social development difficulties - Children may experience a wide range of social and emotional difficulties which may lead to withdrawn and isolated behaviour as well as more challenging and disruptive behaviour. These behaviours may reflect underlying mental health issues and may be expressed in a range of ways such as eating disorders, depression, self-harming.
4. Sensory and/or physical difficulties - Children may require special educational provision due to a disability that requires extra support to access the curriculum and educational facilities. These may include physical, hearing or visual impairments which may require specialist support and/or equipment to access learning.

Identification of children with SEND

We recognise the importance of early identification of children with SEN. A child who has needs different to or additional to those of children in the same setting, despite a differentiated curriculum, is identified as having SEN.

Triggers for intervention may be:

1. Lack of progress even though work is differentiated to meet child's level.
2. Poor communication skills with peers and adults.
3. Continual behavioural difficulties.
4. Physical impairments or medical conditions which affect learning.

To assist with the early identification of pupils with special educational needs, the teacher and SENCo will consider all of the information gathered from within the school and will include early discussions with the staff, pupil and their parents. High quality and accurate assessments will be carried out using effective tools and early assessment materials. If SEN provision be required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included.

Support in School

When a pupil is identified as needing SEN support, we will take action to successfully identify and remove barriers to learning and put effective SEN provision in place. Learning Plans will be devised where appropriate and interventions put in place to target different outcomes. The school has a range of SEN resources and intervention programmes that are used by Teachers and Teaching Assistants to target different needs.

Assessment

The class teacher and SENCo will carry out a clear analysis of the pupil's needs. This will be based on a range of information and assessments that are relevant so that the intervention can be accurately matched to need so that barriers to learning are overcome. Using data analysis, observation and staff, pupil and parent feedback the SENCO evaluates the impact of provisions.

Assessments include:

- TIPPs assessments
- Review meetings to discuss progress
- School tracking of progress
- Intervention baseline and exit data
- Assessments carried out by outside agencies such as HINT, EP.

Intervention

Any support and intervention provided will be selected to meet the outcomes identified for the pupil with the teacher, pupil, parent and if appropriate in a review meeting. The class teacher, and where appropriate the teaching assistant, will be responsible for working with the child on a daily basis and where interventions involve group, or one to one teaching away from the main class. They will work closely with teaching assistants or specialist staff to plan, monitor and assess the impact of the support or intervention using baseline and exit data. The SENCO will monitor interventions being used in school. Teaching Assistants are trained to implement a particular intervention across all appropriate age ranges in school so the support becomes highly skilled.

Intervention programmes include:

- Maths
- 1st class @ Number
- Power of 1
- Numicon
- Ten frame
- Motor skills
- Speed Up
- Reading
- Sir Kitts Quest
- Cracking Comprehension
- SpLD/Language
- 1-1/small group work with Support Teacher
- ASD 1-1 and small group specialist support

Individual and Group Learning Plans

Although there is no requirement for pupils with SEN to have an Individual Education Plan (IEP) we will provide a plan of support and intervention. This plan will outline the strategies and interventions required to remove barriers to learning. The Learning plan will track interventions implemented and outcomes set for each child. Reviews of learning Plans occur twice a year unless an earlier review is required.

Requesting an Education, Health and Care needs assessment

The effectiveness of SEN Support will be monitored and reviewed in terms of its success in achieving the agreed outcomes. Despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil if expected progress has not been made, the school and parents may consider requesting an Education, Health and Care needs plan (EHC).

Following a request for an Education, Health and Care needs plan, the Local Authority will consider whether an EHC needs assessment is necessary. To inform their decision the LA will need to take into account a wide range of evidence and will pay particular evidence to:

- The pupils academic attainment
- Information about the nature of the pupil's SEN
- Evidence of the action already being taken

- Evidence that where progress has been made it has only been due to additional support and intervention
- Relevant evidence from other educational professionals, health professionals or clinicians

The LA will notify the parents of their decision within a maximum of six weeks and will be responsible for ensuring there is effective co-ordination of all assessments and planning. It is a statutory requirement for children with an EHCP to have an annual review. Parents/carers, staff, pupil and outside agencies will be invited to the meetings to discuss progress and outcomes. The meetings can be held on a more regular basis if required.

EAL Pupils

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils may have SEN and will be supported appropriately. Links to ensure the correct support will be made by liaising with the EMTAS Service in addition to the other services provided within SENIT.

Roles of responsibility

Governing Body – Chair of Governors Jon Wilkinson

The governing body will have the following responsibilities. They will:

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the Head Teacher.
- Publish information on the school's websites about the implementation of the Governing Body's or the proprietor's policy for pupils with SEN.
- Ensure that there is a qualified teacher designated as SENCO.
- Cooperate generally with the Local Authority including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Support through attendance at review meetings and staff training where appropriate

The Head Teacher – Mrs McGrow

The Head Teacher will have the following responsibilities. They will:

- Take overall responsibility for implementing the code of practice.
- The Head Teacher has overall responsibility for the day to day management of SEN provision including admissions adhering to the Gateshead LEA Policy, the SEN budget and liaising with external agencies.
- The Head Teacher informs the governing body on any aspects of SEN including policy updates, the SEN list and financial implications.
- Ensure that the SENCO is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of SEND provision for whole school improvement (from Governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND.

The Special Educational Needs Co-ordinator (SENCO) – Mrs Tyrrie

The role of the SENCOs includes:

- Overseeing day-to-day operation and up-dating of school's SEND policy;
- Coordinating provision for children with SEND;
- Liaise with designated teacher where a Looked after Child has SEND;
- Advise on approach to SEND Support;
- Advise on use of delegated budget/ other resources;
- Liaise with parents of children with SEND;
- Maintain links with other education settings and outside agencies;
- Liaise with potential next providers of education;
- Work with Head Teacher and Governors;
- To disseminate relevant SEND information to staff;
- To organise and record outcomes of all review meetings and provide necessary documentation to all relevant internal and external agencies and devise outcomes for Learning Plans;
- To arrange transition reviews for children moving to another school or admitted South Street School with a SEND;
- Ensure that SEND records are up to date;
- Coordinate and monitor interventions;
- Use data analysis, review meetings to identify children requiring interventions.

Class Teachers

Class teachers have the following responsibility to:

- Focus on outcomes for the child;
- Be clear about the outcome wanted from any SEN support.
- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupils; set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

Support Staff

Class teachers work with Teaching Assistants (TAs) to plan effective provision for pupils with SEN. Effective liaison between TAs and class teachers is essential to ensure planned activities are linked to targets set out in Learning Plans.

- TA's are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- TA's support pupils to access the curriculum and keep pupils focussed on learning activities during lessons.
- They support children to develop effective ways to become independent learners.
- TA's in charge of specific interventions will liaise with the SENCO to deliver an intervention to children identified with a barrier to learning.
- They will carry out a baseline and exit assessment to monitor children's progress and the effectiveness of the intervention.

Pupil Participation

South Street School actively encourages the involvement of all children in their own education by sharing learning objectives, setting individual learning targets enabling children access to the big picture and involving individuals in their own success criteria.

Children identified as having SEN will:

- be involved in reviews and their own target setting where appropriate;
- be made aware of individual targets through discussion with the class teacher;
- be encouraged to express their own views regarding their provision on the SEN list;
- be involved in the implementation of their own Learning Plan .

Parent/Carer Participation

At South Street School the involvement of parents/carers is actively encouraged in terms of their child's SEN provision.

- As soon as concerns are raised regarding child's progress, parents are informed through discussion with class teacher, SENCO or Head Teacher.
- Parents are invited to attend reviews to discuss child's progress and IEP targets.
- Parents are encouraged to express opinions on their child's progress, their self-esteem and specific needs.
- Parents are actively encouraged to meet with staff to discuss concerns on an informal basis.
- Parents are made aware of their rights to appeal regarding aspects of their child's SEN provision.

Identification, Assessments and Support

At South Street School we recognise the importance of early identification, assessment and provision for children with SEN. At South Street School we use a variety of assessment procedures to monitor and evaluate children's progress and attainment. We employ a Learning Support Teacher for 2 sessions a week to carry out assessments, devise Learning Plans and provide 1-1 and small group support.

Assessments procedures include:

- On-entry baseline assessment in the Foundation Stage.
- Phonological awareness assessments.
- Continuous formative teacher assessment through tracking and monitoring.
- NC assessment.
- Salford reading test.
- TIPPS.
- BPVS.
- Neale's Analysis.
- Vernon spelling test.
- Non -verbal reasoning.

Equal Opportunities

At South Street School we believe the needs of all children and adults should be recognised, regardless of age, religion, gender, culture and ability. Refer to Equal Opportunities Policy.

Transition and Links with other Services and Schools

The school employs a Family Support Worker (Mrs Susan Mulhatton) to liaise with staff, pupils parents, carers and external agencies to provide support and advice. For those children in Year 6 with SEND or those moving to a different placement, the SENCO provides information to the appropriate schools at a transition review meeting with parents, the child, present class teacher and staff from the new school. Visits for children and parents to secondary schools and named settings are arranged by the SENCO to facilitate transition. When moving classes in school, information is passed to new staff and if appropriate the new class teacher will be invited to the review meeting prior to transition. Learning Plans and EHCP documentation will be shared with staff and if required an environmental audit will be carried out.

South Street maintains links with many outside agencies including:

- Educational Psychologist
- Primary Behaviour Support Service
- HINT
- Speech and Language Therapy Service
- Occupational Therapy Service
- Social Services
- Children and Young Persons Services
- School Nurse
- SENDIASS
- LAC

This document will be reviewed and evaluated annually.

January 2017