



OLD CHURCH C E [C] PRIMARY SCHOOL

SEND Information Report

Introduction

The policy outlines the purpose, nature and management of Special Educational Needs and Disability at Old Church Primary School. It should be read in conjunction with the Behaviour policy, Complaints policy, Accessibility plan, Teaching and Learning Policies.

It reflects the consensus of opinion of the whole staff and was reviewed and ratified at the full governing body meeting on the 4th October 2017. A policy review will take place annually and only when there are changes resulting in policy amendments, will the policy be taken to the committee for review and ratification.

This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2014

Schools SEN Information Report Regulations 2014

Statutory Guidance on Supporting pupils at school with Medical Conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Special Educational Needs and Disability Regulations 2014 Part 3 Duties on Schools - Special Educational Needs Co-ordinators

Schedule 1 regulation 51- Information to be included in the SEN information report

Schedule 2 regulation 53 - Information to be published by a local authority in its local offer

Equality Act 2010: advice for schools DfE Feb 2013

Schools Admissions Code, DfE 1 Feb 2012 SI 2012 1124

The School Information (England) (Amendment) Regulations 2012 SI 2013 758

The School Information (England) (Amendment) Regulations 2013

Aims

Old Church School places great importance on ensuring that children are given the experience of a caring supportive community where learning is enjoyable and where all of the pupils are able to develop their abilities, interests and aptitudes as fully as possible. We recognise that some children will require additional help. We believe that all children have a right to a broad and balanced curriculum which is differentiated and relevant to their needs.

We aim to:

- make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and to the environment .
- reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- to support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- to work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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

Definition of SEN

A child or young person has a learning difficulty 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. SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.'
SEN Code of Practice (2014, p5)

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.

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

We are inclusive at Old Church School and can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, Autism, Asperger's syndrome, learning difficulties and behaviour and social and emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

Our school also meets the needs of pupils with a statement of special educational need or Education, Health and Care plan with the following kinds of special educational need: BESD, SLCN, Cognition and Learning and Physical Disability. Decisions on the admission of pupils with a statement of special educational need or Education, Health and Care plan are made by the school with advice from the Local Authority. Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

The admission arrangements for pupils without a statement of special educational needs or Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

4) Identification and assessment of pupils with SEN. (SE7 1 Q1) (Schedule 1: Point 2) Action relating to SEN support will follow an assess, plan, do and review model:

Assess: Where there is a concern about progress, data on the pupil held by the school will be collated by the class teacher or SENCo in order to make an accurate assessment of the pupil's needs. Where progress is not sufficient,

even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Detailed information about this support is available in our local offer. Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use assessment tools to attempt to determine the cause of the learning difficulty. We may also seek advice from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to: CAHMS, Speech and Language Therapist, Educational Psychologist, Occupational Health and Physiotherapy. The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress.

Plan: If the assessments indicate that "additional to and different from" support is required, then the views of all involved including the parents and the pupil will be obtained and interventions identified. These will be recorded on an IEP and implemented by the class teacher with advice from the SENCo.

At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

DO: The pupils will have a green 'My targets book' which contains a copy of the IEP to support them, and any work that shows progress towards their targets. These are kept in the classroom to ensure that all teachers and LSA's who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

REVIEW: These targets are reviewed termly (but monitored and revised if necessary before the review) informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress below:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between rate of progress
- widens the attainment gap.

If the pupil is able to make good progress using the additional and different resource identified on their target sheet (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change is made in the identification of SEN parents will be notified.

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 (EHC) plan being provided. Please see Walsall Local Offer information <http://www.mywalsall.org/walsall-send-local-offer/>

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

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is Miss A. Humpage and whose contact details are 0121 568 6329.

Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement through a number of processes that include:

- classroom observation by the senior leadership team, the SENCo, external verifiers.
- ongoing assessment of progress made by pupils with SEND.
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
- pupil and parent feedback on the quality and effectiveness of interventions provided.

In meeting the needs of every pupil the school employs some additional teaching approaches, for instance, one to one tutoring, precision teaching, mentoring, small group teaching, and use of ICT software learning packages. We offer in-house communication groups; these usually focus on attention and listening, Speech and Language and Social Communication. We use visual timelines or object timelines to help children understand what activity or part of the day is coming next. Some of these strategies are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

7) How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1:Point3)

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. 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 and/or additional adult help. All actions taken by the class teacher will be shared with parents.

8) How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)
Attainments towards the identified outcomes will be shared with parents termly. This may be through the school reporting system and Parents' Evenings, or a separate meeting with the SENCo or class teacher.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 568 6329.

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

The school organises a number of parent workshops during the year which provide useful opportunities to learn more about how to support children's learning. The school's Parental Support Advisor (PSA) Mrs Belinda Holland, organises many of these workshops and sends out regular newsletters informing parents of these events.

The schools Learning Platform, for which each parent and child has a personal log in, contains activities to reinforce concepts taught in school. Homework is also available on the platform for some pupils.

The class teacher or SENCo may also suggest additional ways of supporting your child's learning.

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

The school offers a wide variety of pastoral support for pupils. This includes:

- an evaluated 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.
- small group interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- pupils who find lunchtimes difficult may be provided with alternative opportunities to develop their social interaction skills.
- the school has an Anti-bullying policy and holds an annual anti-bullying week to raise awareness.

11) Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

Pupils with significant medical needs (ie: epilepsy) will be provided with a individual Health and Care Plan, compiled in partnership with the appropriate medical professional, parents and if appropriate, the pupil themselves.

The school has an Asthma Policy written using advice from the Department of Education and Skills, Asthma UK, and the School Health Service. The policy is available on the school's Learning Platform.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014.

12) What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support including:

- Rushall Inclusion and Advisory Team <http://www.rushall.walsall.sch.uk/inclusion-team>
- Walsall Advisory Support Team (<http://preview.tinyurl.com/lwcyxqu>)
- The Education Psychology Service <http://preview.tinyurl.com/ngvr4l>
- Speech and Language Therapy - Email: SLTinfo@walsall.nhs.uk - Tel: 01922 605400
- Health partners such as School Nurse and Child & Adolescent Mental Health Service

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

All teachers and teaching assistants have had the following awareness training: Dyslexia, Derbyshire language Programme, Speech and Language, Autism, and Safeguarding. Individuals have received a variety of training such as Colourful Semantics, I Can, Talk Boost, PECS, Downs, BSL, Team Teach, Buddies, Yoga and Cool Kids.

Meeting additional needs and SEND issues are targeted each year through the School Development Plan. In house training is provided as necessary through staff meetings by the SENCo or external support services. All staff have access to in-service training and individual professional development.

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

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils with speech, language and communication difficulties
- Cool Kids.
- Circle of friends
- Makaton for Foundation Stage staff
- Safeguarding.
- Talk Boost (KS1)

Enhanced training has been provided to members of the school's inclusion team:

- Keyworker training
- Emotional & Social Wellbeing Toolkit.
- Supporting pupils with medical needs.
- Specialist Network: speech language, communication and Autism
- Lego Therapy
- SENCo development day
- Colourful semantics

Specialist training has been provided to the SENCo:

The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff 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 Teaching Assistant.

Where a training need is identified beyond this we have a wide range of partners who are able to deliver it. We work closely with our Educational Psychologist, our Speech and language therapist, the local authorities early years advisory teacher and integrated support services, occupational therapy and physiotherapy services. The cost of training is covered by the notional SEN funding.

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

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

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located on the school car park.
- One toilet has been adapted to ensure accessibility for visitors with a disability.

Our Accessibility Plan, which is currently under review, describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website.

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, Headteacher or phase leader 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 across school phase (FS-KS1/KS1-KS2/Y4-Y5)

Vulnerable pupils are identified and given support when moving to a new area within the school. They meet with a member of the school staff (ie: PSA, SENCo, behaviour co-ordinator) and discuss any worries. They have additional visits to their new classroom and are provided with a book to take home during the summer with photos of staff and classrooms.

Transition to the next school (Schedule 1:Point 12)

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.

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.

There is a transition programme in place for Y6 pupils carried out by the school's Inclusion team during the summer term. This provides SEND pupils with the opportunity to meet pupils and staff from receiving schools, learn practical skills and find out about how to form new friendships.

For pupils transferring to local schools, the SENCOs and other relevant staff of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. Pupils also spend time at their receiving school in the summer term and get the opportunity to meet staff, and find out about the school day.

17. How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- a proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- the Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- for those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority.

This funding is then used to provide the equipment and facilities to support pupils with SEND that might include:

- targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time)
- in class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- out of class support (relationship building, social, emotional skill development)
- small group tuition to enable catch up (subject or targeted at additional need)
- provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text)
- implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

The school employs a Parental Support Advisor, who in liaison with relevant school staff, can provide specific support, advice and guidance to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs)

17) How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

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 and if appropriate external agency.
- during parents evenings,
- meetings with support and external agencies.

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

Our school operates an open door policy. Your first point of contact is your child's class teacher, who is generally available at the end of every school day. In addition, our Parent Support Advisor or our SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the head teacher at any time. If she cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.

If your concern is with the local authority.

The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.

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>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

Walsall Children and young people's service directory <http://preview.tinyurl.com/p4b7zst>

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

The local authority's local offer is published on www.mywalsall.org and parents without internet access should make an appointment with the SENCO or PSA for support to gain the information they require.

References

The **SEND Code of Practice** (July 2014) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>