

SEND (Special Educational Needs and Disabilities) Information Report

Sep 2017

SENCO – Mr Chris Brown

This report is the result of consultation with staff, children with SEND & the Governing Body.

The Governing Body ratified this document for publication following review on _November 2017.

This SEND Information Report has been written in accordance with the SEN and Disability Code of Practice: 0-25 years and Schedule 1 of the SEN & Disability Regulations 2014. It reflects on the practice of Portesham Primary School over the past academic year 2016/2017.

Portesham C of E VA Primary school is a mainstream Primary school with an inclusive Ethos.

What kinds of Special Education Need has provision been made for in the last year?

During the last academic year Portesham has provided provision for all four 'areas of need' identified within the SEND COP (Code of Practice). These include:

- 1- Communication and interaction
 - Autistic Spectrum Disorder and Speech and Language Support
- 2- Cognition and learning
- 3- Social, Emotional and mental health issues
 - Attention Deficit Hyperactivity Disorder
- 4- Sensory and physical needs
 - Cystic Fibrosis, Downs Syndrome and heart conditions, visual impairment and hearing impairment

How does the school know if pupils need extra support?

Currently, the SEND Code of Practice classes a child as having a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. We recognise that the identification of this learning difficulty or disability can be made by anyone, at any point, and takes all concerns seriously.

The school can be made aware of a child's needs in a variety of ways including, but not inclusive of:

- Liason with previous school or pre-school setting
- Concerns raised by anybody who comes into contact with the child in and out of the school including the child themselves
- Assessment against National Curriculum criteria and a child performing below, or achieving a decline in progress with their 'age related' levels or equivalent (e.g. percentile rankings)
- Statutory tests
- Formal and informal Expert, SENCO and teacher observations
- Formal testing procedures: standardised tests for reading (Lexia), spelling (Salford), numeracy and non-verbal skills.
- TAC (Team around the child) and CAF (Common Assessment Framework) meetings

How does the school know what extra support to offer?

The level of support within school is moderated by the fluctuating level of need of the individual child. The majority of children with special educational needs or disability will have their needs met by the school.

In most circumstances once a child has been highlighted as requiring extra support a process known as a 'graduated response' is adopted. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have a learning difficulty or disability. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional support/intervention is needed this can then be provided. When this does not result in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

If required at this point, the knowledge and awareness of external experts will be requested. This is need dependent and may mean the child is supported directly by the service or the service may advise the school on how to further support the child. This could include roles such as educational psychologists, neurologists, speech and language support, CAMHS (Child and adolescent mental health), Occupational therapists and councillors etc.

If the child requires further support an Education Health and Care Plan (EHC) can be requested. An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It will give all professionals supporting the child a chance to suggest the provision the child will need to meet their learning needs and how that help will support the child or young person to achieve what they want to in their life.

How does the school evaluate the effectiveness of its provision for such pupils?

The success of the school's provision is evaluated through monitoring of classroom practice, analysis of pupil performance data and test results, the success and expected progress of movement through a series of SMART classroom targets, School self-evaluation and the meeting of needs set out in paperwork such as Educational Psychologist reports. Parent, pupil and staff questionnaires and focus groups allow qualitative data to be heard and reflected upon as well as gauging whether the staff and parents believe they are working together in partnership with the child to the full benefit of the child. The record keeping system will be looked at and adapted to be fully effective, useful and informative and most importantly the child's view will be sought as to whether they are happy with the SEND provision being made for them.

What are the school arrangements for assessing and reviewing the progress of pupils with special educational needs?

Pupils with special educational needs will have targets and be assessed alongside pupils who do not have special educational needs. This will happen continuously throughout the day by adults working with the pupils, through the marking of work, against objectives which have been set and against expected levels of progress. If the pupil has a curriculum which is tailored for them or they are making progress which is slower than expected a different way of recording this will be adapted and used to fit the individual needs of that pupil.

What is the schools approach to teaching pupils with special educational needs?

We are a fully inclusive main stream school and try to teach all pupils with or without special educational needs accordingly. This means adapting the curriculum in a way where it is available for all to access.

How does the school adapt the curriculum and learning environment?

The school has wheelchair access throughout with ramps, extra wide doorways and an accessible toilet. Portesham's accessibility plan is published on the school website. It has sound boards attached to the ceiling in several rooms to make the acoustics work in a way which is less obtrusive for some children as well as natural and artificial lighting which has been adapted to support children visually. We have many resources for sensory needs and are able to facilitate other adaptations if required and achievable.

What additional support for learning is available to pupils with special educational needs?

The additional support available for learning is dependent on the differing needs of the pupil. We currently offer both individual and group support in all areas of the curriculum, tailored SMART targets and spellings for individual children as well as adapting resources and lessons so they are inclusive for all. ICT is utilised for many children and catch up schemes using these are often looked forward to by pupils. We also have a dedicated member of staff to support pupils with emotional, mental and social needs.

How does the school enable pupils with special educational needs to engage in the activities of the school together with pupils who do not have special educational needs?

As a school with a fully inclusive ethos wherever possible every aspect of the curriculum will be tailored to enable pupils to engage in activities together. If this is not possible due to physical limitations then activities will be tailored to the individual need of the child and children without a special educational need will be able to join in this activity. There may be times where neither of these options are suitable in which case a plan will be made with the pupil and parents.

What support is available for improving the emotional, mental and social development of pupils with special educational needs?

Within school we have a dedicated member of staff who has been trained to help support pupils with emotional, mental and social development. She often checks in with pupils at the start of the school day and is able to assist pupils at this point if they have any issues that have arisen since the previous school day. She also takes children for timetabled weekly sessions to help them work through bigger areas of support. She is able to work alongside parents and report back to parents on what is covered so we can all support the child in the best way. If you feel your child needs to receive support in this way you can contact the SENCO through the school office to discuss potential areas of support. We are also able to help you with contacting your GP or the Child and Adolescent Mental Health Service as required.

How will the staff at Portesham school gain expertise and training about different SEND?

In principle, SEND training for all learning support staff as well as teachers is encouraged. This may include "in-house" training at staff meetings and training days, when required bringing in experts; "twilight", day-time and residential courses; visits to other establishments and distance learning. In practice, it is recognised that there are finite limitations of time and money for training, and the needs of other curriculum areas also have to be considered.

The training of staff for SEN is discussed both as the need arises and annually, as pupils join the school and during performance reviews by the Head teacher and the SENCO. The needs of the staff with regard to SEND are considered along with the other needs of the school in the light of the School Development Plan and as much appropriate training as possible provided, within the available resources.

When required, external expertise is sought. This will be conducted usually by the SENCO but will require your support as the child's parent or guardian and you will be fully informed by phone, face to face and in written reports.

As a parent how am I involved in the arrangements of education of my child?

Like all children within Portesham Primary school, children with learning difficulties or disabilities will have two parent planned parent consultations with their child's class teacher and a written report on their child's educational and social progress each academic year. If you have any concerns, at any point, please do contact your child's class teacher.

If your child requires special educational provision to be made for them you will be contacted by the school SENCO (Special Educational Needs Co-Ordinator), Mrs Amy Fox, and your child will be placed on the schools SEND register. Your child will then have a written provision map which will detail what areas of learning they are having extra support and attention in learning to develop written by the SENCO in collaboration with the class teacher and any other adults who support your child directly. This provision map will be updated, sent home termly and a written response from you will be sought. If you would like to discuss this provision or anything else in relation to your child a monthly drop in is held on the first available Monday of the month and you can make an appointment time for this or to see the SENCO at any other point through the school office.

If your child has an EHC plan or still has a statement of special educational need you will be invited to an annual review where the current aims and support suggested is reviewed. If someone is requesting your child receives an EHC plan you will receive written correspondence requesting your input on how you view your child's learning difficulty or disability.

How is my child involved in the arrangements of their education?

Every child who is on the SEN register is consulted about their learning. This happens on a day to day basis within class, by the class teacher and TAs, and is adapted accordingly as part of our quality first teaching. The child will also be met by the SENCO in either a small group basis or a 1:1 meeting where their views on their school life are heard and taken into consideration in the creation of their termly review. If a child has a Statement of Educational Needs or an Education and Health Care plan the annual review of these will involve a child centred review which is adapted to the level and understanding of the child involved putting them at the centre of their education.

What are the school arrangements for the transfer of my child between phases of education?

The three mixed age classes within the school, in most instances, allow for your child to spend an extended period of two years with a class teacher. This allows for continuation of provision and continuity for the pupil. A transfer day is held each year in the second half of the summer term. During this day the child will experience their next class e.g. new classmates and when applicable in their new classroom/new class teacher. Further transition preparation will be facilitated as required e.g. social stories, new class roles, photographs etc

Class teachers are encouraged to meet and share information on all pupils paying special attention to any children with special educational needs or disability. Each class has a file containing information on the pupils within their class who are on the SEND register. The passing on of these will also provide a time for further discussion between teachers.

On transition to secondary school a written report on your child will be sent to their new setting as well as any SEND information and paperwork. The schools SENCO may meet with the future SENCO or telephone conversations may take place as appropriate to further inform the transition. Your child may visit the new school with their class mates or individually if this is thought it will help your child's transition.

Similarly to above if your child leaves Portesham primary school before the end of year six, or joins us, the child's records will be sought or past on and discussions between SENCOs and class teachers will take place as required.

Who at the school is responsible for children with Special Educational Needs and/or Disability?

Class teachers are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. If they require further assistance and support with a pupil their first port of call is the school SEND co-ordinator.

The Headteacher, Mr Chris Brown, has overall responsibility for SEND in Portesham primary School.

The designated teacher who is responsible for co-ordinating SEND provision for children/young people is Mrs Amy Fox. She is contactable through the school office at office@portesham.dorset.sch.uk and/or an appointment can be made for a face to face meeting or telephone call through the school office. She works part time and is school on a Monday.

The Governor with oversight of the arrangements for SEN and disability is David MacPherson.

How do the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of special educational needs and in supporting the families of such pupils?

The Governing Body involves other bodies in meeting the needs of pupils with SEND and support the families of such pupils in a variety of ways including, but not inclusive of:

- Allocating funding to support securing external specialist assessments for pupils and advice and training for staff
- Agreeing to work in partnership with the Chesil Family Partnership Zone, and ensuring that staff are appropriately trained to work with social care for children subject to a child protection plan or who are identified as a 'Child in need'
- Through regular anonymised reporting by the SENCO to the nominated governor

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

Dorset's local offer for children with special educational needs (SEN) and/or disabilities can be found on their website.

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

How are complaints dealt with?

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

If the matter relates to the operation of this policy and cannot be satisfactorily resolved, then the parents should address their concerns, in writing, to the Governor taking a particular interest in SEND matters.

If the concern relates to assessments or Education Health Care plans decisions taken by the LEA, and agreement cannot be reached in discussion with the appropriate officer from the Dorset SEND Information, Advice and Support Service (SENDIASS) , Education Department, then parents have the right of appeal to an SEN Tribunal.

Where can I find more support as a parent with a pupil with special educational needs?

As a parent if you feel you would like more support please do come in and talk to us. We may be able to suggest and signpost you to a service that we know of even if we can't help and support you directly. In the meantime the following link will provide you with many services in Dorset that are there to help support children and young people with special educational needs and disabilities (and their families) with many aspects of life: <https://www.dorsetforyou.gov.uk/childrens/sen-disability/support-services-for-children>