

# SEND Information Report 2017 – 2018 – Old Fletton Primary School

## 1. What kinds of special educational needs do we provide for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – moderate learning difficulties; specific learning; difficulties, global delay.
- Sensory, Medical and Physical – sensory processing difficulties, epilepsy visual impairment.
- Communication and Interaction – autistic spectrum condition, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.
- Our SENCO, who coordinates provision, has 7 years experience in the field of SEND.
- Our SEND link governor has extensive experience both in the fields of SEND and primary education, where she has been a deputy headteacher & acting headteacher in a range of special schools, a headteacher in primary schools, a National Leader in Education and a School Improvement Partner. She sat on the Cambridgeshire SEND Panel for 15 years and has post graduate qualification in the education of children with SEN from Oxford Institute of Education.
- Our team of 26 teaching assistants have extensive experience and training in delivering and assessing intervention programmes and working with professionals from health.
- All our staff are trained on the needs of new students joining the school (where these needs are unfamiliar) – this can include training from specialist agencies as well as from our SENCO.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children.
- Our school's Accessibility Plan available on this website outlines adaptations made to the building to meet particular needs and enhance learning.

## 2. What are school's policies with regard to the identification and assessment of children with SEND?

Old Fletton Primary School regularly reviews the progress of all children through a system of 8 weekly standards staff meetings. At these meetings children's attainment against their curriculum is reviewed. The Old Fletton definition of 'less than good attainment' is:-

- where attainment is significantly slower than that of their peers starting from the same baseline.

Children who fail to make good progress and fall behind their peers can be subject to other assessments in order to ascertain their needs. To obtain further understanding of a child's learning difficulties, we may use:

- Support for Learning Assessment (purchased service)
- Educational Psychology Assessment (purchased service)
- Paston Pack Assessment
- Southfields Pack Assessment
- Early Years Pack Assessment
- Sandwell Maths Assessment

We recognise that progress in areas other than attainment is also important e.g. improving social skills and related behaviours in and out of the classroom. This is very hard to quantify in itself, so as a school we look to see the impact on learning that improvements in these behaviours have, this information is detailed on a child's Single or Education Health and Care Plan.

When deciding if a child needs additional support with their social skills during different parts of the school day we first aim to ascertain the cause of these behaviours. As a school we first look to eliminate all other possible triggers e.g. sensory over load, anxiety around a teacher or subject. Should these challenging and negative behaviours persist in light of all possible triggers being removed then we work with parents and the Early Help Model to acquire additional support for the child and refer to health services.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need and reviewing their progress. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

Further information relating to identification and assessment of children with SEND can be found in our SEND Policy document (available on this website).

### **3. What are school's policies for making provision for children with SEND whether or not they have Education, Health and Care Plans?**

#### **a) How do we evaluate the effectiveness of provision for children with SEND?**

- Review of Single, Statement and EHC Plans 8 weeks. The progress against each expected outcome is evaluated and discussed with parents and the child during 8 weekly review / planning meeting.
- Impact of interventions - e.g. through use of reading ages.
- Use of attainment data for children with SEN across the school part of whole school tracking of children's levels of attainment and rates of progress - each 8 weeks
- 2 x Annual SEND Snapshot
- Monitoring by SEND governor.

#### **b) What are our arrangements for assessing and reviewing the progress of children with SEND?**

- All children's progress and attainment data is reviewed each 8 weeks as part of the school system of 8 weekly standards staff meetings and under performance is identified and plans put in place to address this through the use of PiXL therapies.
- Evaluation of Single and EHC Plans each 8 weeks. The progress against each expected outcome is evaluated and shared with parents and the child via a letter and updated provision is also shared at the same time. During each 8 week cycle parents are invited to come and discuss their child's progress.
- Use of attainment data for children with SEN as part of the whole school analysis of data.
- Use of pupil questionnaires.
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by SALT services.
- An Annual Review is held for children holding Education Health and Care Plans; interim reviews can also be arranged throughout the year if deemed necessary.
- When children are assessed by the SENCO or by external agencies, meetings may take place with the parents/carers and SENCO to discuss the findings and how best to address need.
- When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary.
- Initial concerns about a child's progress are discussed with the SENCO and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.

#### **c) What is our approach to teaching pupils with SEND?**

- Old Fletton Primary School believes that all teachers are teachers of SEND and it is our mission to ensure that every child including those with SEND is aspirational and achieves their potential.
- Unlocking potential and removing barriers to learning is the commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- We always aim to provide quality first teaching in all class rooms, ensuring that children have access to appropriately differentiated engaging learning experiences.
- At Old Fletton all teachers engage in a continuous cycle of planning, teaching and assessing that is firmly embedded, this takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements, but children with SEND will receive support that is additional to or different from the provision made for other children.

- All our teachers take account of a child's SEND in their planning, teaching and assessment; they provide appropriate support for communication, language and literacy needs; they adapt planning to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively
- At Old Fletton, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in curriculum areas, specific assessment by the school's SENCO, teacher assessment and use of assessments which will enable peer group comparisons to be made. When completing any assessments it is important to consider the whole child e.g. taking into account children with multiple learning barriers and those who are dual exceptions.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset (with support from Peterborough Special Needs Team or the Primary Care Trust as appropriate). Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

#### d) How do we adapt the curriculum and learning environment?

- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by **streaming**, grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style; lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- School always acts upon advice received from external agencies where possible (e.g. use of work stations; use of ear defenders; use of laptops for children with recording needs; use of coloured overlays; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues).
- We endeavour to ensure that all class rooms with ASD pupils in them are ASD friendly including use of visual timetables, personalised timetables, visual schedules, quiet work stations, areas of retreat, pictorially labelled resources.
- We endeavour to ensure that all class rooms are speech and language friendly including use of visual information to support oral explanations, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary.

#### e) What additional support for learning is available for children with SEND?

- There are currently approximately 410 children on roll. We have 26 teaching assistants employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children; some are trained to deliver different intervention programmes throughout the school e.g. Better Reading Partnerships as part of their class based role.
- TAs are mainly deployed in **streams** to support children throughout the morning and in this role they provide differentiated inputs during whole class sessions for SEND pupils and specific support during independent work. TAs are also deployed during morning sessions to provide specific programmes of support as set out in a child's individual provision; 5 TAs are currently supporting children on a 1:1 basis.
- We follow the Code of Practice for SEN – 'Support and Aspiration – a new approach to SEN and disability'.
- We teach a differentiated curriculum to ensure that the needs of all children are met.
- We implement Single, Statement and EHC plans with s.m.a.r.t. targets.
- A large number of intervention programmes are in place for children who require additional support e.g. PAT; Training for Skills; Better Reading Partnerships; Paired Reading; Toe-by-Toe; Power of Two.
- Laptops can be used for individuals to support their recording through voice recording software such as Garage Band or word processing software.
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers). Meetings are often held in school involving specialists (as noted above) and parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home.
- Specific resources or strategies are in place for many children recommended by external agencies e.g. sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips.

**f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?**

- All extra-curricular activities (listed on this website) are available to all our children.
- Before and after school care is available to all our children, however there are only 26 places and this is heavily oversubscribed.
- Residential trip to PGL available to all Yr 6 children.
- All children can initiate and run lunchtime clubs.

**g) What support is available for improving the emotional and social development of children with SEND?**

- Specialist advice from our teacher for children with ASD – Clare Ferguson from Peterborough PCT
- Specialist advice from our Educational Psychologist
- Specialist advice from colleagues at CAMHS
- Use of social stories
- Access to the sensory room
- Counselling from a teacher who has relevant qualifications.

**4. What is the name of the SENCo and contact details for the SENCO?**

Our SENCO is Mr. Neal Dickson (01733 554457 [ndickson@oldfletton.peterborough.sch.uk](mailto:ndickson@oldfletton.peterborough.sch.uk)) who is available each day in the morning as part of playground duty or via appointment.

**5. What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?**

- Our SENCo has 6 years experience of coordinating SEND provision at Old Fletton Primary School.
- School employs a team of 26 TAs who are trained to deliver a range of interventions on a small group and 1:1 basis.
- Staff are trained at least annually by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis.
- CPD training is offered regularly to enhance the school's provision and afford personal development to staff.
- As specific needs arise the SENCO approaches specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology, SALT) to seek advice about raising awareness of the specific type of SEN. To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately)
- General support and advice from SENCO - e.g. with regard to the implementation of specific programmes and monitoring of Single and EHC Plans and tracking of children with SEND
- Particular support is given to NQTs and other new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the SENCO will pursue relevant training, in the first instance, for the class teacher and support staff concerned.
- Our SENCO attends 'Special Educational Needs Co-ordinator Cluster Meetings and Conferences' throughout the year funded by the L.A.
- At the close of each school year teachers hold meetings with the class's next teacher to discuss SEND information in preparation for the following year.
- Our SENCo organises training on a needs basis and also staff may request specific training.

**6. How is equipment and facilities to support children with SEND secured?**

- Through discussion with specialist agencies involved
- Through discussion with parents
- Through discussion with our Head teacher
- Equipment and facilities to support children with SEND are non-negotiable at our school; whatever our children with SEND require, within reason they get e.g sensory cushions and weighted blankets

- We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required).
- Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.
- Our school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning.

### **7. What are the arrangements for consulting parents of children with SEND about and involving such parents in the education of their child?**

- Throughout the year there are 3 Parents' Evenings for all children and there is an end of year annual report to parents; interim trajectories are shared with parents during the Autumn and Spring Parents' Evenings.
- Parents are invited to Single plan meetings on a termly basis – plans are evaluated with parents and pupils and recommendations for new expected outcomes are discussed alongside suggestions for supporting their child in the home setting.
- The SENCO is easily contactable via the school office/telephone/email or on the playground.
- Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.
- Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any Education Psychologist assessments/observations.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents.
- The progress of children holding an EHCP is discussed at their annual review (interim reviews may also be called as necessary). At Year 5 annual reviews transition to secondary school is considered with discussion involving parents and the LA.
- Annual questionnaire of pupils with SEND.

### **8. What are the arrangements for consulting children with SEND about and involving them in their education?**

- Single and EHCP targets are reviewed with children.
- Children's self evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of what they need to improve.

### **9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?**

- It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows: the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved, the complaint is dealt with by the SENCO, if there is still no resolution then the school complaints policy will be followed (available on the school website).

### **10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEND and in supporting the families of such children?**

- External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from the Peterborough PCT for children with sensory impairment or physical/medical difficulties or social communication difficulties, Children's social Care and the Early Help Team.
- The speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children

- School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND.
- Our School Nurse is available for advice and attends meetings in school on request following referrals to the service made by school.
- Liaison meetings with Old Fletton's Nursery Class are held in the summer term before children enter our Reception classes. Liaison with other nurseries in the area also occurs.

### **11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?**

- SEND Parent Partnership Office - [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk) or telephone 01733 863979.
- Educational Psychology Open Access Consultation Service – Tel. 01733 863792 or 01733 863689.
- City Council Website [www.peterborough.gov.uk/residents/special-educational-needs/](http://www.peterborough.gov.uk/residents/special-educational-needs/)

### **12. What does the school do to support children with SEN in transferring between phases of education?**

- Old Fletton Primary School works closely with all local partner schools and beyond. When a child with SEND is transferred or received from another setting the school SENCO will contact the other setting and discuss any needs with their SENCO. Following this conversation the SENCO will write a Single plan and this will be shared with the parents via the class teacher.
- When a child is moving on to their next stage of education (including secondary schools) a transition meeting is held with the receiving school and a transition plan draw up.

### **13. Where are the Local Authority's Local Offer and school's Local Offer published?**

- The school's Local offer can be found on this website
- The Local Authority's Local Offer can be found at this [www.peterborough.gov.uk/residents/special-educational-needs/local-offer/what-is-the-local-offer/](http://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/what-is-the-local-offer/)