

SEND Information report

2020-2021

Southfields Primary School



Approved by: Full Governor

Last reviewed on: September 2020

Next review due by: September 2021

Special Educational Needs and Disabilities

Vision:

As a school we will strive to:

- Support pupils to achieve personalised academic and wider outcomes.
- Adapt as needed to support the individual needs of all learners.
- Create an inclusive curriculum with access to wider school opportunities.

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1. Aims

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Aims:

- To provide high quality first teaching within the classroom.
- To plan and deliver a differentiated curriculum with appropriate scaffolding and resources.
- To set relevant outcomes with appropriate challenge to support pupils to diminish the difference with their peers.
- To enable learners to choose opportunities for success and develop independence.
- To provide intervention programmes which are appropriate to the individual needs of a pupil and enhance the learning in the classroom.
- To inspire and empower learners to participate in the wider school community.
- To create a nurturing environment with opportunities for personalised adult attention and emotional development.
- To recruit staff with expertise in the field of Special Educational Needs and to continue to develop all staff through relevant training opportunities.
- To work closely with outside agencies who provide additional professional services.
- To engage pupils in their own learning and provide them with opportunities to share their 'voice'.
- To regularly communicate with parents and involve them in decision making processes.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68

- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

The Equality Act 2010

Regulations

The Special Educational Needs and Disability Regulations 2014

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ms S Payne

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school – Mr J Durance
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty this should be recorded on the entry to SEND register.
- We take into account parents' comments and concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and learning behaviours
- Other teachers' assessments and test data/national data where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed half termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review half termly the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We also support pupils with transition days, passports to learning and social stories. We work closely with receiving schools and also within our own school at key transition points.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide group and individualised intervention programmes to meet specific needs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiation to ensure all pupils are able to access the curriculum, for example, by grouping, 1:1 adult support, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, visual images, interactive support
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Working walls and child independent resource areas for example equipment and recordable whiteboards

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as

Phonics interventions

Speech, language and communication interventions

Social, Emotional and Mental Health support

Teaching assistants will support pupils on a 1:1 basis when the pupils require a high level of support to keep themselves and others safe and to access personalised learning.

Teaching assistants will support pupils in small groups when interventions have been planned or teaching and learning has been planned to include group work

We work with the following agencies to provide support for pupils with SEND

- Speech and Language therapy service
- Educational Psychology service
- Specialist teacher service (Autism, ADHD, sensory support e.g. Teacher of the Deaf)
- Occupational Therapy
- Physiotherapy
- Behaviour Support Service
- CAMBs Mental Health Support
- CAMBs and Peterborough Social Care

5.9 Expertise and training of staff

Our SENCO has been a qualified teacher for seventeen years. For the last nine she has been a SENCO and a member of SLT in two different schools.

The SENCO is allocated 5 days a week to manage SEND provision and support teachers with high need pupils.

We have a team of 33 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in SMART target setting and the effective use of interventions

Eiklan

Communication in Print

Shape Coding

Reading

Maths Interventions

Positive Handling, Early childhood trauma and behaviour management strategies
Accurate Assessing
IT and online learning
Phonics
Spelling
Year group writing exemplification

We use specialist staff for

- Speech, Language and communication
- Educational Psychology supported SEND provision and assessments
- Specialist teacher service (Autism and ADHD) supported individual children and teachers
- Sensory Support Service supported individual children and teachers
- Occupational Therapy supported individual children and teachers
- Physiotherapy supported individual children and teachers
- Behaviour Support Service supported individual children and teachers
- CAMBs Mental Health Support supported individual children and teachers
- CAMBs and Peterborough Social Care supported individual children and teachers

5.10 Securing equipment and facilities

As a school we have a wide range of equipment and facilities which we use to support the children and families within our school. We have smaller equipment stored centrally see App 2 as well as a specialist room for supporting SEND sensory needs this is checked annually as part of our Health and Safety Audits. In addition to this we have Audio, visual equipment and specialist equipment to support individual pupil's needs.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires and including pupil in the review of their interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education and Health Care Plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We will always:

- *Make arrangements for the admission of disabled pupils*
- *Take steps to prevent disabled pupils from being treated less favourably than other pupils*
- *Consider and improve facilities we provide to help disabled pupils access your school*

- See more information in the school accessibility plan on the school website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council and other pupils voice groups, they are also encouraged to take part in projects and initiatives to improve the school
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork, learning new skills and building friendships

We have a zero tolerance approach to bullying – please see more information in the bullying and anti-bullying policy and codes of conduct.

5.14 Working with other agencies

Southfields fully involves itself in working with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. We also work well with other schools to share approaches and endeavor to learn from others through research projects including Cambridge University and other researchers in Health especially those linked to speech, language and communication

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the classteacher in the first instance, they should then speak to the year leader or phase leader. If they wish for more support they should then talk to the SENCo Mr S Payne or Mrs C King the Deputy Head and following this they should if unresolved book an appointment with the Headteacher. If they still feel the issue is unresolved then parents can talk to the Lead Governor Mr J Durance and more information is available in our complaints policy. Where a parent needs additional help and support the parent can work alongside a member of the school staff to help them to articulate their views.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Telephone 01733 863996 - 01733 863934

E-mail senteam@peterborough.gov.uk

5.17 Contact details for raising concerns

- Ms S Payne – Head of Inclusion
- Mrs L Martin – Head Teacher

5.18 The local authority local offer

Our contribution to the local offer is outlined in the Local Offer report see section on the website which has the full document

Our local authority's local offer is published here:

<https://www.southfieldsprimary.co.uk/page/?title=SEND&pid=42>

6. Monitoring arrangements

This policy and information report will be reviewed by the Head of Inclusion **annually**. It will also be updated if any changes to the information are made during the year 2020-2021.

It will be approved by the governing board at the first meeting of the year and then with any changes and additional information by the SEND named Governor – Mr J Durance

7. Links with other policies and documents

This policy links to our policies on:

- Special Educational Needs
- Safeguarding
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions