

# Bishop's Tachbrook CE Primary School



## SEN Information Report: January 2017

### Introduction

Bishop's Tachbrook CE Primary School is an inclusive school where every child matters. All children at our school are treated equally regardless of age, gender, ability, culture, race, language, religion or sexual identity and have equal rights to an inclusive education.

We strive to ensure that every child achieves their potential in all areas of the curriculum. We aim to support children in their academic, social, emotional and personal development in the most appropriate way possible and are committed to narrowing the gap between children with SEN and their peers. This may include short-term interventions, opportunities for consolidation of learning, pre-teaching or, where necessary, a personalised curriculum designed to meet particular needs.

The term Special Educational Needs (SEN) has a legal definition referring to children and young people with a learning difficulty or disability that makes it harder for them to learn than most other children and young people of the same age. These children may need extra help from that given to others.

The four broad 'areas of need' are :

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and Physical Needs

Children may be identified as having more than one area of need.

### What kinds of SEN are provided at our school?

- Each year group is taught as a class, sometimes in ability groups. The class teacher is responsible for delivering quality first teaching, setting the highest expectations for all children
- Specific strategies may be put in place to accelerate learning of individual pupils
- Regular one to one and small group interventions take place
- Outside agencies are involved in supporting and monitoring identified children
- Accessibility includes access via a ramp and disabled toilets in key stage 2; four classes have been modified for a child with a hearing impairment and our infant classrooms have been modified for a child with a visual impairment.

### How do we identify children and young people with SEN and assess their needs?

- The school follows a graduated approach to identifying and supporting children with SEN. This involves assessing children against nationally set criteria to check their progress and attainment, then planning appropriate actions and interventions with clear outcomes where children have been identified as not making sufficient progress
- Regular pupil progress meetings with the Senior Leadership Team (SLT) and class teachers ensures children not making sufficient progress are identified early and appropriate provision is put in place to accelerate their learning; progress may be in relation to a child making significantly slower progress or attainment than their peers or not making the expected progress in relation to their previous rate
- Termly assessment, tracking & monitoring data is used to inform pupil progress meetings
- Progress in other areas, such as social development, are also carefully monitored and interventions put in place where there are concerns
- Parents are informed as soon as possible; concerns will be shared in detail and any additional support or involvement with outside agencies are discussed and agreed accordingly.

### How do we consult parents of children with SEN and involve them in their child's education?

- Parents' evenings are held during the second half of the autumn term and spring term. Written reports are shared with all parents during the summer term. A minimum of a further three formal meetings/reviews will take place during the year for children with SEN, these take place during the first half of each term with parents, class teacher, SENCO and any outside agencies involved. Children are invited to attend these reviews and/or give views prior to meeting

- For children with SEN, termly individual Personal Learning Profiles (PLPs) are prepared and agreed with parents, the child, teaching staff and outside agencies at a PLP meeting. A copy is then sent to parents following the meeting, with opportunities to discuss or give feedback following the meeting. The PLP details the child's likes/interests, their individual needs, the best way to support the child, current targets and interventions.
- Informal meetings, phone calls and discussions with the class teacher take place as appropriate
- Home-school communication books are used as appropriate
- The Special Educational Needs Coordinator (SENCO) is available to meet with parents two mornings per week, or during other times by making an appointment.

#### **How do we consult young people with SEN and involve them in their learning?**

- Children are invited to comment on areas they are good at and areas they would like to improve or find difficult during the PLP process
- Children are invited to attend PLP reviews and/or give views on whether they have met their targets prior to review meetings
- All pupils have the opportunity to give feedback on the comments they have had about their work from the teacher (see Marking Policy)
- Many classes use a traffic light (or similar) system for children to reflect on their learning
- Children with an Educational Health Care Plan complete a written report prior to their Annual Review meetings where possible, which they are invited to attend part of with their parents / carers as appropriate

#### **What is the approach to teaching children and young people with SEN?**

- The Revised National Curriculum and EYFS Curriculum is made available for all pupils
- Every teacher is responsible and accountable for all pupils in their class, wherever and with whoever the pupils are working
- A graduated approach is adopted for pupils with SEN (see above)
- PLPs and intervention / provision maps include SMART targets and interventions that are **additional to** or **different from** the differentiated curriculum plan that is in place as part of provision for all children
- Booster groups are provided when and as the need arises
- Regular one to one and small group interventions take place
- Speech and Language programmes are provided for specific children. The school buys in to this service and the programmes are delivered by teaching assistants in consultation with the class teacher and speech & language therapist
- Specific learning difficulties are addressed with interventions/programmes such as Read, Write Inc, Project X, Numicon, Plus One Number.
- Additional resources are provided to help children access the curriculum as appropriate

#### **How do we assess and review children and young people's progress towards outcomes?**

- Ongoing formative and summative teacher assessments are completed regularly, which feed into pupil progress meetings
- Intervention monitoring sheets are completed regularly by teaching assistant / class teacher, stating baseline and target/agreed outcomes
- Termly pupil progress reviews take place in school to track all pupils progress
- Termly PLP reviews take place for children with SEN to review outcomes and agree new targets; PLPs are then distributed to parents and all appropriate staff in school following the review
- The SENCO monitors interventions and coordinates provision map termly; this is shared with class teachers

#### **How do we support children in transition between schools?**

- The school have established excellent links with our main transfer school, where clear systems have been set up. This often includes additional visits with the child and SENCO/parents before County transfer day, creating transition books with photos and question they wish to ask. Links are established with other secondary schools to ensure transition arrangements are appropriate for individuals
- Additional visits and work for children transferring to secondary schools is often arranged on an individual / small group basis to ensure it is tailored to his/her needs
- The SENCO from the transfer schools ideally visit children in our school during the summer term.
- Children transferring to our school are offered induction/transition days. Their needs and appropriate transfer arrangements are discussed on an individual basis
- Meetings / discussions with previous school SENCO and/or class teacher take place
- Our school counsellor is available to support children with transition as appropriate

### **What expertise and training do staff have to support children with SEN?**

- The SENCO has 18 years experience of working with children in schools and 14 years in role of SENCO, including attending a variety of training/courses in SEN
- The SENCO works closely with other local schools to share training opportunities and expertise
- The school currently employs nine teaching assistants (TAs) to deliver a variety of interventions and support the class teacher in delivering the curriculum
- The teaching assistants hold a variety of qualifications and many have been involved in specialist training to deliver a range of interventions
- School buys in to the following services : Early Intervention Service (EIS), Educational Psychology Service (EPS) , Integrated Development Service (IDS) and Speech and Language Therapy (SALT)
- School has staff trained in leading a Common Assessment Framework (now 'Early Help')
- School works closely with the outside agencies to provide assessments and programmes of work for children and to create medical/health care plans
- Occupational and physiotherapist referrals are requested as needed

### **How do we evaluate the effectiveness of the provision made for children with SEN?**

- Termly assessment/tracking and pupil progress meetings are held to analyse data and outcomes are used to inform provision for individuals / groups
- Termly PLP reviews are held to discuss effectiveness of provision with parents (see information in previous sections)
- Progress Indicators are used to monitor independent learning skills for specific children as appropriate
- Termly evaluations of the impact of interventions are carried out with class teachers and SENCO/SLT using baseline assessments to set outcomes

### **What support is in place for improving emotional and social development?**

- The school has a clear 'Values-based approach' that rewards children showing Christian values in and around school
- Social and Emotional Aspects of Learning (SEAL) is delivered to the whole school as part of assemblies and PSHE lessons
- The 'Taking Care– Keeping Children Safe' programme is used with all children across the school
- A nurture/pastoral group is held in The Den each lunchtime, led by a trained TA
- Adult and peer mentors are used as deemed necessary
- A child counsellor is employed one afternoon a week to work with identified children
- A weekly Social Use of Language Programme (SULP) is delivered to support identified children with developing their use of social language and turn taking
- A 'Volcano in My Tummy' group support children with understanding/controlling their feelings
- The 'Being Me – An emotional Well-Being Journal' is used to support identified children
- Friendship benches are provided and explained to the children regularly
- Many of our teaching assistants are lunchtime supervisors, resulting in continuity between class and playtime; children can be encouraged to take part in social activities or supported emotionally during break times and lunchtimes
- *Also see Bullying policy and approach*

### **How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families?**

The school is actively involved with the following support services as and when it is deemed necessary (\* buy in Service) :

- Early Intervention Service (EIS) \*
- Integrated Disability Service (IDS) \*
- Educational Psychologist (EPS) \*
- Special Educational Needs and Disability Assessment and Review (SENDAR)
- Speech and Language Therapy (SALT) \*
- Clinical Psychologist
- Physiotherapist / Occupational Therapist \*
- National Health Service
- Parent Partnership Support Service
- Ethnic Minority & Traveller Achievement Service (EMTAS)

## **What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?**

- Parents wishing to raise concerns about their child should initially make an appointment with the class teacher, SENCO or Headteacher. If the matter is not resolved, the SEND complaints procedure is in line with the school's complaints procedure.

### **The LA Local Offer**

Our **SEN Information Report** is underpinned by the Local Offer and outlines how we will support children with SEN at our school.

Warwickshire Local Authority (LA) maintained schools share a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

**From September 2014, the Children and Families Bill states that 'all local authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. This is referred to as the 'Local Offer' and this is intended to improve the choice for parents and to help parents in understanding the range of services and provision in the local area.'**

Warwickshire Local Authority's Local Offer of provision for children with additional needs can be found at <http://www.warwickshire.gov.uk/send>

*This report should be read in conjunction with Bishop's Tachbrook CE Primary School **Special Educational Needs & Disability (SEND) Policy** & Bishop's Tachbrook CE Primary School **Accessibility Plan**.*