

SEN Information Report 2017-18

This report is part of the Northamptonshire Local Offer for learners with special needs. At Trinity CE Primary School, we embrace the fact that every child is different and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

If you have concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Kate Freeman (SENCo) to discuss your concerns.

Aims of our provision in regards to children with special educational needs and/or disability:

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in activities of the school alongside children who do not have SEN.
- To reduce barriers to progress by embedding the principles of the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for children for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - communication and interaction
 - cognition and learning
 - social, mental and emotional health
 - sensory/physical
- To request, monitor and respond to parent/carers' and children's views in order to evidence high levels of confidence and partnership.
- To support children 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 children.
- To work in cooperative and productive 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.

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

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- A child has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her.
 - A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
 - 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 mainstream setting in England.

- **Disability:** Many children and young people who have SEN may 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 definition includes sensory impairments such as those affecting sight or hearing, and having long-term health conditions such as asthma, diabetes, epilepsy and cancer.

How does our school know if children need extra help?

At Trinity CE Primary School, children are identified as having needing extra help through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below “age expected” levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher, e.g. if behaviour or self-esteem is affecting performance
- Liaison with external agencies, e.g. for a physical/sensory issue, speech and language
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress
- Observations of the child which may indicate that they have additional needs
- Children with an EHCP (Education, Health and Care Plan) already have many of their needs clearly identified.

What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child’s learning or inclusion then please initially discuss these with your child’s teacher. This may then result in a referral to the school SENCo whose name is: Mrs Kate Freeman and whose contact details are: kfreeman@trinityprimary.org.uk
- Parents may also contact the SENCo or Head teacher directly if they feel this is more appropriate.
- Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

How will our school support a child with SEND?

- All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is monitored through a number of processes that include:
 - classroom observation by the senior leadership, the SENCo and external verifiers
 - ongoing assessment of progress made by children with SEND
 - work sampling and scrutiny of planning to ensure effective matching of work to a child’s needs
 - teacher meetings with the SENCo to provide advice and guidance on meeting the needs of children with SEND
 - child and parent feedback on the quality and effectiveness of interventions provided
 - Attendance and behaviour records.

- Children with a disability will be provided with reasonable adjustment (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Children's attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These children are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
- Additional action to increase the rate of progress will then be identified and recorded and that will include a review of the impact of the differentiated teaching being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the child.
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEN support and their partnership will be sought in order to improve attainments.

The class teacher:

Responsible for

- Checking on the progress of the child and identifying, planning and delivering any additional help the child may need (this could be targeted work or additional support) and letting the Special Educational Needs coordinator (SENCo) know as necessary.
- Personalised teaching and learning for the child as identified on the school's provision map.
- Ensuring that the school's SEN policy is followed in their classroom and for all the children they teach with any SEN.

The SENCo: Mrs Kate Freeman

Responsible for ...

- Provide professional guidance to colleagues and work closely with staff, parents and other agencies.
- Write the SEN Information Report which MUST be published on the school's website and updated annually.
- Writing Personalised Learning Plans (PLP) for inclusion and sharing and reviewing these with parents at least once each seasonal term and planning for the next term.
- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinate provision for children with SEN.
- Advising on a graduated approach to provide SEN Support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with EYFS providers, other schools, educational psychologists, health and social care professionals, independent or voluntary bodies and the Local Authority.
- Manage the transition process.
- Ensure that school keeps the records of children with SEN up to date.
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements.

The Head teacher: Mr Scott Dainty

Responsible for ...

- The day to day management of all aspects of the school; this includes the support for children with SEN.
- Giving responsibility to the SENCo and class teachers, while still being responsible for ensuring that a child's needs are met.
- Making sure that the Governing Body is kept up to date about issues relating to SEN.

The SEN Governor: Mrs Carolyn Brawn
Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- Supporting and challenging the Head teacher and SENCo with regards to SEN within the school.

How will children be involved in decisions regarding provision that can better meet their needs?

- Children who have a Personalised Learning Plan (PLP) discuss their targets and progress when these are due to be reviewed (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are given the opportunity to be voted as an Ambassador for the school, as well as hold other positions of responsibility, by their class or teachers.

How will the curriculum be matched to each child's needs?

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENCo, will discuss a child's needs and what support will be appropriate.

If a child is identified as having a special educational need, we will provide support that is "additional to" or "different from" the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

This support is set out in the school's whole school provision map, which documents the support that is to be out in place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

- **Assess:** Data on the child held by the school will be collated by the class teacher and SENCo in order to make an accurate assessment of the child's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicate that "additional to and different from" support will be requires, then the views of all involved including the parents and the child (where age appropriate) will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- **Do:** SEN Support will be recorded on a Personalised Learning Plan (PLP) that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with parents and the child (where age appropriate)

Children with SEN will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, covered overlays, Numicon.

Staff value children of different abilities and support inclusion. Within the school, staff and children will be constantly involved in the best ways to support all children's needs within the school. There is flexibility in the approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo or a member of the Senior Leadership Team 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.

How will parents be helped to support their child's learning?

- Please look at the school's website. It can be found at <http://www.trinityprimary.org.uk/> and includes information about areas of learning for each class, as well as updates of special whole school events. In addition, newsletters are sent out at the beginning of each academic year to give parents information about learning and events that will happen in their child's class.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the Trinity Times and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

How will the school evaluate the effectiveness of the SEN provision made for children?

- As a school we track and analyse children's progress in learning against national expectations and age related expectations on a seasonal termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods.
- Pupil Progress Meetings are held regularly between each class teacher and a member of the Senior Management Team. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- For children with a Personalised Learning Plan (PLP), their targets are reviewed and ensured that they are being met.
- If children with a PLP have made sufficient and sustained progress, they will be moved off the SEN register. Parents will always be informed if this has taken place.
- The Head teacher and SENCo report regularly to the Governing Body to inform them about the progress of children with SEN and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

- We have a governor responsible for SEN, who meets regularly with the SENCo and attends briefing sessions. They also report back to the Governing Body.

What support will there be for children's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum that aims to provide the children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

However, for those children who find aspects of this difficult we offer:

- Lunch time and play time support
 - Buddy system
 - Alternative small group opportunities to develop social interaction skills
 - Access to external agencies and professionals
- Small group evidence-led interventions to support children's well-being are delivered to identified children and groups. These are identified on the whole school provision map and aim to support improved interaction skills, emotional resilience and well-being.

The school benefits from a Behaviour Policy with clear rewards and sanctions and these are consistently applied in each class. In respect of Anti Bullying, there is a policy in place that has been drawn up by staff and children and is accessible to parents via the website.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and management of medicines, which is available via the website.
- All medical requirements are requested from parents prior to admission.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office, where they will be kept in a locked cupboard, which is accessible to appropriate members of staff.
- On a day to day basis, the administration staff generally oversee the administration of any medicines. Another member of staff will always witness any administration, with the exception of inhalers.
- As a staff we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- A number of staff hold first aid qualifications, which are updated regularly.

What specialist services are available at the school?

- Our SENCo holds the National SENCo accreditation. Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEN.
- The environment is designed to support children with individual needs, where possible, e.g. visual timetables, individual workstations etc. as required.

Once the school has identified the needs of children with SEN, the class teacher, SENCo and Head teacher decide which resources/training and support is needed:

School Provision:

- Wide range of English and Maths small group interventions delivered by class teachers, teaching assistants and SENCo
- ICT support in the form of reading, phonics and maths programmes
- Teaching assistants offering social skills support

Local Authority provision available:

- Autism Outreach support
- Educational Psychology Service
- Information, Advice and Support Agency Network for parents
- Speech and Language Therapy

Health Provision available:

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- School counselling sessions

What training do the staff supporting children with SEN undertake?

- We look to ensure that we have a variety of skills among our staff body in order to enable us to support children in the best possible way.
- The school operates an internal continuing professional development (CPD) programme for support staff, based upon the needs of both children and staff on a regular basis.
- Specialist training has been provided to the SENCo on:
 - the National SENCo accreditation award
 - the school has regular visits from SEN specialist teachers and the educational psychology team who provide advice to staff to support the success and progress of individual children
 - the NHS Speech and Language Therapist visits termly to assess and plan support for targeted children. These programmes are then delivered by teaching assistants.
 - the governor with specific responsibility for SEN has completed the SEN Governor training.

How will a child be included in activities outside the classroom including school trips?

At Trinity CE Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all.

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

How accessible is the school environment?

- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. The SENCo manages an SEN budget which is used to ensure that all children have access to the appropriate equipment.
- The school building is accessible to wheel chair users via the Reception class door and also via the new hall access.
- After school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- The school has a “Quiet Area” and an outside learning area.
- Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and this is available via the school website.

How will the school prepare/support my child when joining or transferring to a new school?

- We encourage all new children and parents to visit the school prior to starting.
- We can create “social stories” with/for children if transition is likely to prove challenging.
- For children starting in Reception, a series of visits for children are planned throughout the second half of the Summer Term. Parents/carers are also invited to a meeting at the school in order to provide them with a range of information to support them in enabling their child to settle into the school routine.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point when a child with SEN is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable children at the end of the primary stage of education.

How are the school’s resources allocated and matched to children’s special educational needs?

- The school receives funding to respond to the needs of children with SEN from a number of sources that includes:
 - A proportion of the funds allocated per child 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 children with SEN.
 - For those children with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support children with special educational needs and disabilities through support that might include:
 - In class, adult or peer support aimed at increasing skills in specific areas of weakness
 - Out of class support
 - Small group support to enable catch up
 - Provision of specialist resources or equipment
 - Partnership working with other settings
 - Access to the school nurse and wider health professional 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 Head teacher decides on the deployment of resources for Special Educational Needs, in consultation with the school governors on the basis of needs in the school.

The Head teacher and SENCo discuss all the information they have about SEN in the school, including the children receiving extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide which resources, training and support are needed.

The school identifies the needs of SEN children on a provision map. This identifies all support given within school and is reviewed regularly and changes are made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

How is the decision made about how much support each child will receive?

- For children with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parents who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For children with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will parents be involved in discussions about and planning for their child's education?

At Trinity CE Primary School we value the importance of building positive relationships with parents and families within our school community.

- Parents/carers are welcome to make an appointment to meet with either their child's class teacher or SENCo at any time throughout the year and discuss how their child is getting on. We can offer advice and practical ways in which children can be supported at home.
- If a child has complex SEN, they may have a Personalised Learning Plan (PLP) or EHCP. In such instances, a formal meeting will take place to discuss a child's progress and a report will be written at least annually.
- When a child's PLP is reviewed, comments are made against each target to show what progress the child has made.

Who can parents contact for further information or if they have any concerns?

If a parent wishes to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, they should contact the following:

- the child's class teacher
- the SENCo
- the Head teacher
- For complaints, please contact the School Governor with responsibility for SEN (Mrs Carolyn Brawn) whose contact details can be obtained via the School Office.
- General information relating to SEN can be found on the school website, including within the SEN policy.

Parents may also wish to visit the following websites:

- Northamptonshire County Council's Local offer, outlining services available for children who have SEN: <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>
- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children with SEN and will direct visitors to their nearest IAS service: <http://www.iassnorthants.co.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEN, parents may seek mediation from the regional mediation services: <http://preview.tinyurl.com/qx5a8vg>
- 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. Parents can also appeal to the tribunal if the school or council has discriminated against your disabled child: <http://preview.tinyurl.com/ovg4so3>

References:

- The SEND Code of Practice (January 2015) 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 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Supporting pupils at school with medical conditions (September 2014) <http://preview.tinyurl.com/nrv8wxy>
- Glossary – A glossary of SEND terms is included in the appendices of the SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>