

# Ingoldisthorpe CE Primary



## Special Educational Needs Information Report (May 2018)

As part of the Children and Families Act 2013, Local Authorities are required to publish a Local Offer which sets out support that is available for children and young people with special educational needs (SEN) in the local area. The local offer tells parents how to access services in their area and what to expect from these services. Alongside this, schools are required to publish a SEN Information Report about their arrangements for identifying, assessing and making provision for pupils with SEN.

In response to this, we have put together our **SEN Information Report for Ingoldisthorpe CE Primary**. The information below describes the arrangements we make that are 'additional and 'different' for pupils with SEN. This information reflects the current arrangements we have in place at school to identify, provide for, and monitor children with any special educational needs.

### Admission Arrangements

Admission arrangements for pupils with SEND are governed by the Local Authority Admissions Policy and pupils of all abilities, needs and disabilities are admitted to our school.

### Accessibility

Our school is accessible for all children including those registered as disabled. As a school we are happy to discuss individual access requirements if required. Facilities we have at present include:

- An entrance into school at ground level to make the building accessible to all.
- 1 toilet adapted for disabled users.
- Ramps to the log cabin classrooms for disabled users.
- Wide doors in most parts of the school.

Please see our accessibility plan for more specific information including access to the curriculum:  
<http://www.ingoldisthorpeprimary.com/policies>

### Examples of special educational needs

Special Educational Needs that affect a child's ability can include:

- Behaviour

- Difficulties socialising
- Reading and writing difficulties
- Difficulty with understanding
- Low concentration levels
- Physical needs or impairments

### **Identification and Assessment of pupils with Special Educational Needs.**

At Ingoldisthorpe Primary School pupils with SEN are identified through:-

- Referrals from previous school records (mid phase admissions)
- Information collected at a child's registration
- Medical records or reports
- Test results and teacher assessments carried out through school year
- Concerns expressed by the Class Teacher, parents or other adults working with the child.

Parents are kept fully involved and informed of their child's level of special needs and the support being provided by the school, e.g. through parental meetings, home-school book, daily liaising with support adults and letters.

### **Looked after children**

Children who are looked after by the local authority are provided with pastoral support from our experienced staff and their needs are prioritised. We attend regular LAC meetings in the home and in school with social workers, foster parents and family support workers. Looked After Children are provided with opportunities to express their feelings and opinions in a variety of ways that best meet their needs. This may, for example, include having "Time To Talk" sessions, and increased opportunities for their "wishes and feelings". We understand that Looked After Children who have SEND may need significant pastoral input as well as differentiated provision to support their academic achievements.

### **SEND Awareness**

As an inclusive school we believe it is extremely important that all pupils regardless of whether they have SEND are taught about special educational needs and disabilities. As a school we do this in a variety of ways, including running awareness workshops on different areas of need such as autism, holding assemblies on topics surrounding disability and arranging for visitors to relay their experiences of living with SEND.

### **Early Identification**

Children are identified through ongoing teacher assessment, and are identified as children potentially not making the expected progress. Appropriate support and intervention is put into place according to the child's needs and progress is monitored. At this stage, children may not be included on the Special Needs Register, but may be placed under 'Monitoring'. Children in this group will have their needs addressed primarily within the classroom, through differentiated teaching and in-class support from the class teacher and teaching assistants.

The following are some of the interventions that the children may access to help their progress: -

- Additional Literacy and/or numeracy support groups led by skilled TAs
- Language groups such as 'Read, Write Inc'
- Phonics groups using Sound Discovery
- Support from speech and language therapists
- Social Skills Groups
- Number and Word Shark programmes to support groups and individuals

### **Procedures for identification**

Initial concern

1. Class teacher gathers information from school records, observations in class etc.
2. Differentiates teaching style and curriculum.
3. Reviews in year staff meetings and completes initial concern form indicating strategies to be put in place.
4. Monitors progress and keeps samples of work.
5. After 4 weeks reviews again within with year group.
6. If more support is required, the teacher completes an initial concern form to discuss their concerns and next steps with the SENCo

Procedures for children identified as needing extra support

1. Consult with SENCo to arrange further support e.g. Intervention groups, 1:1 with learning mentor, additional resources in classroom.
2. Samples of work built up.
3. Monitor progress
4. Review progress with SENCo.

5. If pupil requires extra support then referrals are made to a relevant external specialist. At this stage on the advice of the external specialists, children will be given individual targets that will be shared with parents.

6. Targets are reviewed with external specialists, class teacher, parent, child and SENCo

Exceptional Resource Funding (ERF)

1. Advice/assessment from external specialists towards request for funding.

2. Views of child and parents sought.

3. Funding sought by SENCo at 'Cluster' and monitored by other SENCos

4. Funding arrangements agreed by SENCos and exceptional resource panel.

### **Additional Funding**

As a result of the new SEND policy which came into effect from 1st September 2014, all children currently on statements will be moved onto an education, health and care plan (EHC). Under this move, parents have the right to request the local authority conduct an EHC assessment for their child. If an EHC is put in to place for the child, the local authority may issue a personal budget to parents or carers.

### **Teaching Approach**

As a fully inclusive school, children with SEND are taught as part of the whole class and are included in all school activities. Teachers will adapt or differentiate the learning or delivery of lessons for children with SEND where appropriate to enable them to achieve their potential. All pupils regardless of SEN are supported in all aspects of their learning. Teachers are available in the morning or after school to discuss any concerns you may have about your child's learning and progress in school.

### **Education, Health and Care Plan (EHC)**

When a pupil has demonstrated a significant need that cannot be met through the usual delegated resources, the school, in consultation with other relevant professionals, may refer them for an EHC assessment. The school will provide all necessary reports and keep parents informed through all stages of the process, although the local authority will work closely with parents or carers themselves.

### **Access to the Curriculum**

At Ingoldisthorpe Primary School, all pupils are taught in mixed ability classes. They experience different types of grouping, according to the nature of the subject material and the particular needs of the pupils.

In addition, every effort is made to accommodate each child's particular needs and to ensure they make adequate progress, so that their personal potential is realised. However, some pupils are withdrawn for specific teaching in small groups or on an individual basis for short periods of time or

to follow a particular programme. The aim is to provide the children with the extra support to acquire the skills and knowledge to make accelerated progress and achieve their potential.

Through the use of quality first teaching in all classrooms pupils with SEN are enabled to access the curriculum work through the following methods of differentiation:-

- Clear instructions supported by visual aids and key word prompts.
- Modified or extension materials which are of a kinaesthetic nature.
- Use of technological aids (including electronic language, computers etc).
- Additional adult support
- By outcome.
- Extra visual resources to support access of information.
- Alternative methods of recording what they have learnt.

### **Provision**

Teaching Assistants work with individual children on a 1-1 basis or groups of children to maximise their learning.

We have Sensory Equipment

- To support interaction, discovery and communication.
- To enable faster learning and development through increased awareness of the surroundings.
- For the environment to encourage stimulation of all the senses - sight, sound, touch and smell.
- To provide an environment which is non-threatening and relaxing where children, and staff are able to develop a therapeutic relationship which will positively impact on mood and behaviour.
- To meet a wide range of needs; from encouraging positive actions for those with sensory impairment to promoting rest and relaxation for agitated or stressed children.

We also have a fully equipped Soft Play Equipment

- To improve gross motor skills.
- To support interaction, discovery and communication.
- To enable faster learning and development through increased awareness of the surroundings.

### **Extra-Curricular activities**

All of our educational visits and extra-curricular activities are accessible to all children. Risk assessments are carried out and procedures are put in place to ensure all children can participate in all learning experiences offered by the school.

### **Support for social and emotional development**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Class teachers and teaching assistants are available for children to talk to if they are unhappy or concerned about anything at school.
- One of our teachers is currently training as a licensed Thrive practitioner which will meet particular concerns or difficulties (low self-esteem, behaviour concerns).
- Children are encouraged to work as a team and follow the school rules. The school uses house points to reward good behaviour.
- Some children with emotional needs may be offered school counselling if the parents agree that this is appropriate.
- If a parent has concerns about the well-being of the child they should firstly speak to the class teacher. If they have further concerns they can make an appointment to speak to our SENDco (Mrs Hall) whom will follow up their concern.
- We promote an inclusive environment for children with SEN and follow the established school procedures if we believe bullying is occurring. This includes meeting with children involved and where appropriate parents and staff. Please see our Anti-Bullying policy on the school website for more specific information: <http://www.ingoldisthorpeprimary.com/policies>

All support and resources that our school offers is accessible to all pupils regardless of whether or not they have an existing statement or EHC plan.

### **Inclusion**

All children regardless of SEN are valued and participating members of their class. Whilst it may be necessary for children to sometimes work in small groups or even on a 1:1 level to maximise their learning, children are given the opportunity to frequently contribute in a whole class environment. We believe this is important not only for socialisation and the building of relationships but for the building of self-esteem. Children with SEN are not excluded from any areas of the curriculum and access the same activities as their classmates. This ensures that children with SEND develop friendships with other children across the school

### **Evaluating the Success of our Provision**

All provision which is provided for children with SEN at Ingoldisthorpe Primary School is regularly reviewed and its effectiveness evaluated. In areas where academic progress can be monitored the baseline and end of intervention data is evaluated to see if sufficient progress has been made. If an

individual child has not made progress then the reason for this will be investigated further. However, if the majority of the group has not made sufficient progress then the provision may be stopped, changed or altered.

In areas where hard data is not as reliable, (for example, social and emotional difficulties) then this will be evaluated by feedback from class teachers and the TA running the intervention. If the intervention is not providing the outcomes, then it may be changed or adapted. Children who are undergoing one to one sessions for emotion and social needs are assessed against the strength and difficulties framework. If no progress is seen here, then alternative provision is provided.

### **Training**

All staff keep abreast of current issues and initiatives. SENCo's lead staff meetings and INSET sessions. Specialist services are also used to provide whole staff training on relevant topics e.g. Step Up. Teaching Assistants meet regularly to discuss relevant special needs issues and receive training from the SENCo's. Examples of recent CPD undertaken by staff include:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.

### **Links to Support Services.**

Where necessary, pupils are referred to and supported by outside agencies (e.g. behaviour support service, learning support service, language communication and interaction team, educational psychologist, speech and language therapy, occupational therapy, service for the visually impaired, child and family consultation service, special advisory clinic, child development clinic, reintegration into education team, community nursing team and social care). Links with Special Schools and Special Units are set up when the need arises. These contacts are usually initiated and maintained by the SENCo's. Our contact with these agencies has continued to grow, leading to an increase in advice and support. External agencies also provide parents with support and advice and often run workshops for parents with SEND. More information on these services and their contact information can be found on the school website: [www.ingoldisthorpeprimary.com/sen-d](http://www.ingoldisthorpeprimary.com/sen-d)

### **Involving children in decisions about their education.**

Where appropriate, children will always be involved in making decisions about their own education. Children are included in all meetings, alongside their parents, where their progress is reviewed. We encourage children to play a role in setting their own learning targets alongside their class teacher and to consider their progress towards these targets half termly. We fully encourage children to be involved in decisions about resources and provision that may best support their learning.

### **Working in Partnership with Parents.**

Considerable value is placed on the contribution parents can make to the life of the school and in particular, to their own child's progress. Parents expressing concern are invited into school at the earliest opportunity to discuss their child's progress. The Class Teacher will then take additional steps to monitor the child, and inform the SENCo.

If school staff become concerned about a child's difficulties, parents are contacted as soon as possible and the child's needs discussed. Collaboratively the school and parents work together to establish the next steps for the child both at home and at school to support them in their learning.

To ensure each child's development, the school works in partnership with all parents to promote a consistent approach at home and at school. Parents are asked to help their child at home by practising and extending skills taught in school and frequent contact with the Class Teacher and Family Liaison Officer is encouraged. Children with severe needs have a home-school book in which pupils, parents and teachers can record work and make comments. Parents are also advised of and encouraged to share in the learning targets made for their child each term and contribute to annual reviews.

### **Transition**

Many strategies are in place to enable the pupil's transition to another school, to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All reports and information about the child will be transferred to the new school.
- In regards to a transition to secondary school, all pupils attend transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school. Our SENCo's liaise with the SENCOs from previous or receiving schools to pass on information regarding pupils with special educational needs.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with our SENCo's, the receiving school SENCO, the parents/carers and where appropriate the pupil.

### **Contacts**

Parents are encouraged in the first instance to discuss any concerns with their child's class teacher. If a parent continues to have concerns they should either contact the school on 01485 541402 and ask to speak to Mrs Hall the school SENCo, or ask at the office for an appointment.

### **Complaints**

In the first instance please arrange to see Mrs Hall, the SENCo on 01485 541402. Our complaints procedure can be found on our school's website at; <http://www.ingoldisthorpeprimary.com/policies>

## **More information about Ingoldisthorpe CE Primary's Offer of SEN provision:**

### **1. How does the school know when a pupil has learning difficulties or special educational needs?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- If limited progress is being made
- If there is a change in the pupil's behaviour or progress

### **What should I do if I think my child may have special educational needs?**

- The class teacher is the initial point of contact for responding to parental concerns
- If you have further concerns make an appointment at the school office to see Mrs Hall, the school's SENCo

### **2. How is the curriculum matched to pupil's needs? How do the school monitor progress?**

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they may be given a PP (pupil profile) if appropriate. Targets will be set according to their area of need. These will be monitored by the class teacher on a continuous basis and reviewed by the SENCO's, pupils and parents each half term.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Some children with more complex needs may need their own individualised timetable to meet their needs. This will be developed with the input of the parents, class teacher, SENCo and specialist working with the child.

### **3. How are parents/carers informed about how their child is doing?**

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern.

- Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

#### **4. What arrangements does the school make to support pupils transferring from or to another school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All reports and information about the child will be transferred to the new school.
- All pupils attend transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school. Mrs Hall liaises with the SENCOs from previous or receiving schools to pass on information regarding pupils with special educational needs.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Hall, the receiving school SENCO, the parents/carers and where appropriate the pupil.

#### **5. How is support organised for pupils with identified special educational needs? How will the school know if this extra support is helping pupils to make progress?**

- Each pupil will have a differentiated curriculum planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Occasionally a pupil may need more expert support from an outside agency such as Speech and language, behaviour support etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- Pupils with SEND may also require specialist provision, equipment or resources in order to help them achieve their potential. If the school believes this is the case they would discuss the support arrangements with the pupil, parents and often a specialist agency.

## **6. How are decisions made about how much support individual pupils receive?**

• These decisions are made in consultation with class teacher, parents, pupils, SEN team and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

## **7. How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher during parents' evenings
- During discussions with Mrs Hall or other professionals
- Contacting the school if they have any concerns.

## **8. What expertise and training do the staff who support SEN pupils have?**

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.

## **12. What specialist support or services does the school access for pupils with SEN?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Language, Communication and Interaction service (LCIS)
- Complex Needs Service
- School nurse
- Behaviour Support Service
- Educational psychologists

- Speech and language therapists
- School counselors
- Health visitors
- Sensory services

**13. How are classrooms and other areas of the school adapted to meet pupil's individual needs?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- An entrance into school at ground level to make the building accessible to all.
- 4 toilets adapted for disabled users.
- Wide doors in most parts of the building.
- Ramp access to the log cabin classrooms.

**14. What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?**

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.

**15. How does the School support pupil's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Class teachers and teaching assistants are available for children to talk to if they are unhappy or concerned about anything at school.
- Drop in sessions with our learning mentors that any child can go to if they would like someone to talk to or have concerns.
- The learning mentor team will see some children regularly and focus on particular concerns or difficulties (low self-esteem, behaviour concerns)
- Children are encouraged to work as team and follow the school rules. The school uses house points (KS2) and merit points (KS1 & Early Years) to reward good behaviour.

- Some children with emotional needs may be offered school counselling if the parents agree that this is appropriate.
- If a parent has concerns about the well-being of the child they should firstly speak to the class teacher. If they have further concerns they can make an appointment to speak to the family liaison officer (Mrs Hall) whom will follow up their concern.
- We promote an inclusive environment for children with SEN and follow the established school procedures if we believe bullying is occurring. This includes meeting with children involved and where appropriate parents and staff.

#### **16. Pupils with medical needs**

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

#### **17. Who can parents/carers contact to talk to about their child's special educational needs or SEN provision?**

- If you wish to discuss your child's educational needs the first port of call is their class teacher.
- If you still have concerns please arrange a meeting through the school office with Mrs Hall the school's SENCo

#### **18. How additional funding works**

Schools receive funding for all SEN children and they provide what children need from this.

If a child is deemed to need 1:1 support applications will be made for Higher Needs Funding. It may at this stage be recommended that an *Education Health Care Plan* be developed. More information on this can be found on the school website [www.ingoldisthorpeprimary.com/sen-d](http://www.ingoldisthorpeprimary.com/sen-d)