

# SEN Information Report

## Introduction

Welcome to our SEN information report, which is part of the Wolverhampton Local Offer for learners with Special Educational Needs (SEN). In accordance with the Children and Families Bill 2014, all governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information will be updated every year.

Our report is co-produced with parents/carers, pupils, governors and school staff. We would welcome feedback and future involvement in the review of this statement.

## Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability (SEND) 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 SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils 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:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health difficulties,
  4. Sensory and/or physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils 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 pupils.
- 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:

**Special Educational Needs:** *A child or young person has special educational needs if he or she has a 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 a 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 long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

### The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEN have different needs, all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person;
  - or
  - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

## **How does our school know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised, relating to inadequate levels of progress or inclusion, by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves;
- Assessment for learning, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills;
- Whole school tracking of attainment outcomes, through termly pupil progress meetings, indicates lack of expected rate of progress;
- Observation of the pupil indicates that they have additional needs.

## **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 then may result in a referral to the school SENDCo. Parents may also contact the SENDCo directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## **How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Monitoring of classroom provision by the Leadership Team, which includes the SENDCo, and verified by external advisers, such as North Star Inclusion service.
- Ongoing assessment of progress made by pupils with SEND in addition to pupil progress meetings.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions provided.
- Scrutiny of attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Pupils, who are looked after by the Local Authority and have SEN, will receive additional weekly support from the Pastoral Manager. Individual targets will be formulated and progress will be shared with all parties involved in the care of the child at PEP meetings as well as SEN review meetings.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. Parents also attend termly meetings to review the progress their child has made towards individual targets and contribute to setting new ones.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher, assessment coordinator, SENDCo and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided, and if required, additional strategies or interventions to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support accelerated progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review (APDR) model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher / SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. **Do:** SEN support will be recorded on a plan 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. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

## What specialist resources are available at the school?

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. special schools.
- Social Services
- NHS Speech and Language
- Occupational Therapy
- Health partners such as School Nurse and Child & Adolescent Mental Health Service

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

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

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

## **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 SENDCo or a member of the 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 website for class and whole school newsletters that identify current learning taking place in your child's class.

We use homework to repeat and practise skills that have been taught. If you have any concerns about homework please see your child's class teacher.

The class teacher or SENDCo may also suggest additional ways of supporting 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, our SENDCo and Pastoral Manager are able to sign post parents to a range of services. They can be contacted via the school office.

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

The school has an excellent pastoral team who oversee the welfare of all pupils. In order to ensure personal, social and emotional well-being, they work together to:

- Ensure the curriculum provides pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being;
- Work with parents, where appropriate, to meet the needs of the child;
- Provide 1:1 or small group interventions for identified pupils;
- Regularly gather views from pupil and parents;
- Use assessment tools, such as, Boxall Profile, to identify areas of need for individuals.

An Anti-bullying Policy, which follows Local Authority guidelines, is in place. This specifies how all incidents of bullying are reported and dealt with. Anti-bullying lessons are an integral part of our PSHE and ICT curriculum. As a school, we participate in National Anti-Bullying Week to promote the annual theme.

### **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse, parents, and if appropriate, the pupil themselves. Staff, who volunteer to administer and supervise medications, will complete formal training if required, and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE 2014) and identified in the Medical Needs Policy.

## **What training do staff supporting children and young people with SEND undertake?**

Awareness training has been provided to staff on:

- Target setting and support plan writing
- Autism (Autism Education Trust Training)
- Wellbeing Training
- Team Teach Training

Enhanced training has been provided for relevant staff on the delivery of specific intervention programmes such as Switch-On.

The Inclusion Manager has completed the National Award for SEN Coordination, attends termly SENDCo Forum meetings led by the LA. Key information from these is shared with staff.

The SENDCo and EYFS Lead have completed Autism Education Trust training and this has been disseminated to staff.

Specialist support is received as:

- NHS Speech and Language Therapist visit school and carry out sessions in their clinic to assess and set new targets for pupils. They share strategies with staff.
- North Star Inclusion Advisory Team work closely with the school to provide advice to staff and support the progress of individual pupils.
- Occupational Therapists can be contacted to provide guidance for supporting specific pupils.

## **How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Pupils with SEND are clearly identified in the risk assessment.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

## **How accessible is the school environment?**

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- A new main entrance is accessible to all.
- One toilet is accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- All pupil entrances have handrails on.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

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

A number of strategies are in place to enable effective pupils' transition. These include:

### **On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the SENDCo or Class Teacher will attend a review meeting at the current setting and school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

## **Transition to the next school, preparation for adulthood and independent living**

### **Primary:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCo from both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

## **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 pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
  2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
  3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
    1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.);
    2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.);
    3. Out of class support (relationship building, social, emotional skill development);
    4. Small group tuition to enable catch up (subject or targeted at additional need);
    5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.);
    6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.);
    7. Partnership working with other settings (shared expertise: support from local special school on action to improve inclusion etc.);
    8. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs);
    9. Implementation of strategies from support agencies e.g. Educational Welfare 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 deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member of the Leadership Team.

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

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils 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 I be involved in discussions about planning for my child's education?**

This will be through:

- discussions with the class teacher, SENDCo or a member of the Leadership Team;
- during parents' evenings;
- termly individual target review meetings;
- meetings with support and external agencies.

## **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher;
- The SENDCo;
- The Head of School.

## **Support services for parents of pupils with SEN include:**

- MENCAP - <http://www.mencap.org.uk>

**Information on where the Local Authority's Local Offer can be found.**

## References

The **SEND Code of Practice** (July 2014) 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** Sept 2014.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

**SE7 Local Offer: Framework and Guidance.** <https://councilfordisabledchildren.org.uk/help-resources/resources/developing-local-offer-pfa>

**Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf p278](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf_p278))

## Glossary of Terms

**SEN** - Special Educational Need - this means that a child has a specific educational need.

**SEN Support Stage** - this means a child is currently having increased difficulty in specific areas and staff require further intervention to be put in place in order to meet your child's needs.

**EHCP - Education Health Care Plan** - this is a process that takes place if school feel a child needs extra support that cannot be met from the school's budget and a request is made to the Local Authority and they decide if an Education Health Care Plan is required based on school and other agencies evidence. This was previously referred to as Statement of Educational Needs.

**EYFS - Early Years Foundation Stage** - this refers to classes Nursery and Reception.

**KS1 - Key Stage 1** - this refers to years 1 and 2.

**KS2 - Key Stage 2** - this refers to years 3, 4, 5 and 6.