

# Eyrescroft Primary School

## SEND Information Report 2016

### Introduction

Welcome to our SEN information report which is part of the Peterborough Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of Voluntary Aided, 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 or the proprietor's policy for pupils with SEN. The information published must be updated annually.

### What is the Local Offer?

- The Children and Families Bill has now come into force as of September 2014. From this date, 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 (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Please follow this link to learn more about the LA Local offer in Peterborough

[http://www.peterborough.gov.uk/children\\_and\\_families/peterboroughs\\_local\\_offer/what\\_is\\_the\\_send\\_local\\_offer.aspx](http://www.peterborough.gov.uk/children_and_families/peterboroughs_local_offer/what_is_the_send_local_offer.aspx)

### What is the SEN Information Report?

It is now a statutory requirement for schools to publish an SEN Information Report. This utilises the LA Local Offer to meet the needs of children requiring SEN support as determined by the school policy, and the provision that the school is able to meet.

# Eyrescroft Primary School

## SEN Information Report 2014

### How we identify children who require SEN support:

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (2014) defines SEN as:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age: or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

The four broad ‘areas of need’ are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Eyrescroft Primary School, we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning. If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Eyrescroft Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

If you are concerned that your child has a medical need such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism, you can make an appointment with your General Practitioner expressing your concerns and the need for your child to be referred to the Community Paediatrician.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, the SENCo can carry out a screening test to determine whether your child is vulnerable to Dyslexia or Dyscalculia and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENCo can make a referral to the SALT (Speech and Language Therapist). A therapist may then assess and identify if

a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and SALT) take considerably longer, on average it can take between three to four months to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

### **How we work with parents:**

If your child is identified as making limited progress within any of the four broad areas of need (Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health; Sensory &/or Physical) in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' we will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

Children who require SEN support will have a JLP (Joint Learning Plan) which will be reviewed with your involvement, every term and the plan for the next term made. It is a statutory requirement that teachers meet with parents of SEN children on a minimum of three occasions throughout the academic year.

The progress of children with an EHC Plan (Education, Health and Care Plan) is formally reviewed at an Annual Review with all adults involved with the child's education.

You can support your child by attending parents' evenings, helping them to complete their homework to a good standard and on time, ensuring your child gets to school on time and your child, providing lots of opportunities to speak and have conversations with your child, read and practise number skills. Teachers are more than happy to share any ideas they have with you so you can top up the learning at home.

### **How we work with pupils:**

At Eyrescroft our pupils are at the centre of everything we do. We will work with your child to identify their strengths and the areas they think they would like help with.

Our themed assemblies and lessons using the PSHCE (Personal, Social, Health and Citizenship Education) framework support the children's personal development.

### **Our approach to teaching pupils who require SEN support:**

The Teacher Standards 2012 state that teachers must “have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.” At Eyrescroft, every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

Your child will be supported via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class within well differentiated ability groups. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside professionals) are in place to support your child to learn.
- Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child’s needs are met. They have the children’s JLPs alongside their planning to ensure children with SEND individual’s needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child’s learning needs

Your child may be supported through specific group work within a smaller group of children. Group or one to one support may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

Some extra support in school may include the support from outside professionals.

For your child this could mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher or outside professional (like a SALT [Speech and Language Therapist]) will run these small group/individual sessions
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a SALT (Speech and Language Therapist) or EP (Educational Psychologist) or a Specialist Teacher, This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional may work with you, your child, class teacher and SENCo to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set specific targets which will include their expertise

*This type of support is available for a child who has specific gaps in their understanding of a subject/area of learning and who therefore has been identified as requiring SEN Support.*

Outside professionals could include:

- the Autism Outreach Specialist Teacher
- the Speech and Language Therapist (SALT)
- the Educational Psychologist (EP)
- the Physiotherapist (PT)
- the Occupational Therapist (OT)
- the School Nurse
- the Community Paediatrician
- the Child and Adolescent Mental Health Service (CAMHS)

**Support for children whose Learning needs are:**

- ***Severe, complex and lifelong***
- ***Need more than 20 hours of support in school***

Specified individual support for your child may be provided via an Education, Health and Care (EHC) Plan (replacing Statement of Special Educational Needs). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional/s outside the school (as mentioned above). For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN Support that is already happening within school. The Local Authority notifies parents/young person of this decision within a maximum of 6 weeks from request for assessment.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan (EHC Plan) which is replacing a Statement of Special Educational Needs. If this is not the case, they will ask the school to continue with the SEN Support that is already happening within school.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. This whole process can take up to 20 weeks.

### **Support for children's social and emotional well being:**

Our school prides itself on the family atmosphere and ethos we provide. Children have the opportunity to speak to adults at any time and are well supported by caring staff.

Our collective worship and PSHCE lessons using Jigsaw (scheme of work from YR to Y6) support the children's personal development.

Our school has a Behaviour Policy which outlines a firm but fair approach for all children. Rewards and sanctions can also be personalised to suit a child's particular needs.

We offer a wide variety of after school and before school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips.

### **Understanding roles and responsibilities:**

The Class Teacher is responsible for:

1. Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional

support) and letting the SENCo (Special Educational Needs Coordinator) know as necessary.

2. Writing JLPS (Joint Learning Plans), and sharing and reviewing these with parents once each term and planning for the next term.
3. Ensuring that all staff members working with your child, in school, are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
4. Ensuring that the school's SEND (Special Educational Needs and Disabilities) Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo is responsible for:

1. Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
2. Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
3. Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy (SALT), Educational Psychology (EP), etc.
4. Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
5. Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The Headteacher is responsible for:

1. The day to day management of all aspects of the school, this includes the support for children with SEND.
2. She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEN Governor is responsible for:

1. Making sure that the necessary support is made for any child who attends the school who has SEND.

### **How we evaluate the effectiveness of our provision for children who require SEN support:**

- Your child's progress is continually monitored by his/her class teacher and regularly monitored by the Headteacher during Pupil Progress meetings.
- In their Reception year they are assessed based on the Early Learning Goals Ages and Stages.
- His/her progress is reviewed formally every term and a National Curriculum assessment is given in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet at working within National Curriculum stages, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. These will be identified with each JLP.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Outside professionals also provide school with further in depth assessments. These are usually from the EP (Educational Psychologist), OT (Occupational Therapist) , SALT (Speech and Language Therapist).

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo and/or Head of School.

You can also refer to the 'Special Educational Needs and Disabilities Code of Practice: 0-25 years' for statutory guidance for organisations who work with and support children and young people with SEND and their parents.

### **How will the school prepare and support my child to transfer to a new setting/school?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school: we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school: Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All JLPs will be shared with the new teacher.

Additional support to take account of children's individual needs can be arranged, e.g. a child friendly book of photos and additional information to support the transition from one setting to another.

In Year 6: Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school settings comes to visit and meet with the children who will be attending their school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Many hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.

#### **SENCo name and contact details:**

Our school SENCO is Mrs Emma Panton. Mrs Panton is a full time teacher in Year 6 class. She is available for parent meetings on weekday afternoons or during afterschool sessions. You can contact Mrs Panton or book an appointment with her via the school office.