

# Speedwell Infant School September 2017

## Information Report for SEN Support

### What are special educational needs (SEN)

The term "special educational needs" has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children may have difficulties which schools and other organisations can help most children to overcome quickly and easily. Some children will need extra help for some or all of their time in school.

SEN could mean that a child has difficulties with:

- All of the work at school
- Reading, writing, maths or understanding information
- Expressing themselves or understanding what others are saying
- Making friends
- Relating to adults
- Following rules and behaving properly in school
- Organising themselves
- Some kind of sensory, emotional or physical need

### 1. Identifying and assessing SEN

The early identification of children with Special Educational Needs and Disabilities is vitally important to ensure that each child has a programme of work appropriate to his/her needs. We place great importance on identifying special educational needs early so that we can help children as quickly as possible. The following have a role in the early identification of SEN:

- Parents / carers
- Class teacher
- Special Educational Needs Co - ordinator (SENCo)
- Teaching Assistants
- School nurse/doctor
- Educational Psychologist

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

Once children are settled at school we continue to closely monitor their progress. We also consider if a pupil may have a disability under the Equality Act 2010, and if so, what reasonable adjustments we may need to make for them.

Teachers are accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The school's system for observing and assessing the progress of individual children should provide information about areas where a child is not progressing satisfactorily even though the teaching style has been "differentiated". Differentiation is when teachers look carefully at how they organise their lessons, how they teach, the classroom and materials they give to each child to help them choose the most appropriate ways to help children learn. Through observations and other assessments knowledge is built up over time of an individual child's strengths and weaknesses. The starting point will always be a review of the strategies currently being used and the way in which these might be developed.

The review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or area of learning. *We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN.* Children may be given extra help or different lessons to help them succeed. We aim to remove the barriers to learning for the child. A graduated approach will be used with a four part cycle: Assess; Plan; Do; Review. Step by step specialist expertise may be brought in to help the school with the difficulties a child may have.

If a child continues not to make the required progress / the attainment gap widens between the child and their peers then the child will be placed on the School SEN Register in consultation with the parents / carers. Help may be needed through the graduated approach for only a short time, for many years or perhaps for the whole of their education.

High quality teaching targeted at areas of weakness is always the first response. Sometimes a child may need extra support with communicating and interacting socially to help further academic progress. Staff in school would ensure that such support was planned for the child.

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made the expected progress, the school or parents should consider requesting an

Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Our approach to record keeping is in line with the requirements of the Data Protection Act 1998. The provision for pupils with SEN is recorded and kept up to date.

**The Special Educational Needs Co – ordinator** (SENCo) is Miss Michelle Clark. The SENCo has day-to-day responsibility for the operation of the SEN policy and co-ordinating of specific provision made to support pupils with SEN, including those who have Education Health Care (EHC) plans. The SENCo works closely with staff, parents / carers and other agencies.

The SENCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN. The SENCo works closely with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCo plays an important role with the governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

See Speedwell Infant School Policy for Special educational Needs at:-

<http://www.speedwellinfants.co.uk>

## **2. Assessing and reviewing progress towards outcomes**

Each term we assess children's progress in Reading, Writing and Maths. We set termly and annual progress outcomes for all children. Each child on SEN support has targets in their area of need. The teacher plans additional support to help the child achieve their target(s).

We consult parents / carers about all the decisions that affect their child. Special educational provision starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents / carers. Meetings are held at least three times a year where parents/carers are invited to meet the class teacher, sometimes with the SENCo as appropriate, to review the progress of the child and all help plan the next steps and the outcomes. The views of the pupil will be included in these discussions. The pupil may be involved in all or part of the meeting, or their views gathered as part of the preparation. Parents / carers will have clear information about the impact of the support and interventions. A record of the outcomes, actions and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents / carers. As a result of this process parents / carers are fully aware of planned support and interventions. The plan may involve parents / carers continuing some actions at home to reinforce or contribute to progress at home.

### **3. Working with Parents / Carers**

We recognise the important role parents / carers play in educating their children. We encourage feedback through the annual questionnaire and the suggestion box in the entrance hall to help improve our school. We have three Parent / Carer Consultation Meetings a year and we are always pleased to meet parents / carers at any other time. Please contact the School Office. Speedwell Infant School has a range of Parent Workshops every year, which have included phonics, reading, writing, maths and crafts.

Children who are looked after by the local authority and have SEN would be involved in meetings in the same way as all other children - sometimes in the meeting and sometimes the views of the child collected before the meeting. The carer would be invited to take part in the meeting. A child who is looked after by the local authority also has a Personal Education Plan.

If you think your child may have a special educational need that has not been identified, parents / carers should talk to the class teacher, SENCo or the Headteacher as soon as possible. Working with the class teacher often helps to sort out worries and problems. Talking over concerns and finding out what the school thinks is important.

School staff will provide an annual written report for parents / carers on their child's progress.

### **4. Support to move between phases**

We have one key transition phase in school: from Early Years to Key Stage One. Class teachers carefully prepare the children for the next Key Stage. Some SEN children will have individual transition plans to ensure a smooth move to the next stage. We liaise with outside agencies where applicable.

To support transition for children moving to the Junior School we share information with the school the child is moving to. We agree with parents / carers and pupils the information to be shared as part of this planning process.

### **5. Adaptations to curriculum, teaching, learning environment**

Speedwell Infant School has a broad and balanced curriculum. Our classrooms and extensive grounds provide an exciting learning environment. The curriculum is "differentiated" depending upon pupils needs. ( See Section 1 above) Our teachers are highly motivated and deliver exciting, focussed lessons which engage pupils. At lunchtime we help all children to participate in the play session through a " Cool Club", specific games for classes led by the Mid Day Supervisors and specified staff help children with specific difficulties. We ensure all children are included in trips through

Careful planning, risk assessment and further staffing when needed. Some children are supported by an adult during assembly times to ensure all children can participate. We provide for pupils with SEN non customised equipment from our budget. For more specialist customised equipment Derbyshire Local Authority provides funding for an Individual Children's Equipment Budget to meet these needs.

## **6. Securing expertise among teachers and others**

Speedwell Infant School provides training for teachers and teaching assistants in a variety of ways. Some training is for all staff, whilst other training relates specifically to the member of staff and the role and responsibilities they have.

We ensure that teaching assistants are appropriately prepared and trained to support the curriculum; and that pupils are not separated from the curriculum as a result of being supported by a teaching assistant. We may need to involve specialists such as speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents / carers will always be involved in the decision to involve specialists.

## **7. Evaluating the effectiveness of SEN provision**

Speedwell Infant School carefully monitors the effectiveness of intervention programmes by looking at children's progress. Interventions can be changed depending on the outcomes. We work with outside agencies for specialist help and information. The class teacher and teaching assistant monitor provision on a daily basis. The class teacher liaises with the SENCo to discuss further provision needed. The impact of interventions is measured in terms of progress made in an area of the curriculum or observed development in learning behaviours.

## **8. Supporting/improving emotional and social development.**

### **Measures to prevent bullying**

PSHE lessons provide a sound teaching of respect for oneself and each other.

Teaching assistants provide specific support for targeted children throughout the school. They run small groups / individual sessions focusing on social and emotional development. Questionnaires have shown children feel safe and happy at Speedwell Infant School and there are very few recorded instances of bullying. We have achieved the Derbyshire " STOP " award for procedures and practices regarding anti-bullying. We have clear Behaviour and Anti - Bullying Policies and procedures to follow. We have whole school assemblies termly to outline procedures to stop bullying. We encourage children to talk to someone either in school or at home if they are unable to talk to someone in school.

Persistent disruptive or withdrawn behaviours do not necessarily mean a child has SEN. Where we have concerns there will be an assessment to determine whether there are any learning difficulties, difficulties with communication or mental health issues. A multi - agency approach may be appropriate.

If a parent / carer would like to talk to someone who is independent and knows about special educational needs they can get advice from Derbyshire Information and Advice service or from national or local voluntary organisations.

If a parent / carer has a concern or a complaint in most cases complaints would be successfully resolved informally by teachers, senior teachers and the headteacher. If a complaint cannot be resolved in an informal way and / or the complainant still remains unhappy the complaint would be addressed formally following the complaints procedure agreed by the Governors.

See also Speedwell Infant School Offer for an overview of the support we have in place at Speedwell Infant School on our website at:

<http://www.speedwellinfants.co.uk>

See also the local authority's Local Offer at :-

<http://www.derbyshiresendlocaloffer.org/>