

# **Thrapston Primary School**

## **SEN INFORMATION REPORT**

**(April 2017)**

**For further detailed information, please refer to our Inclusion Policy**

### **Introduction**

All governing bodies of maintained schools and maintained nursery schools, along with 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. The required information is set out in the SEN regulations.

Thrapston Primary School has published their SEN report which is part of the Northamptonshire Local Offer for learners with Special Educational Needs (SEN). We welcome your feedback and future involvement in this offer, therefore if you have specific questions about the content or about the Northamptonshire Local Offer, please do not hesitate to contact:

SENDCO: Mrs Lesley Tobin  
Head Teacher: Mrs Pauline Turner  
SEN Governor: Mrs Celia Busby

### **The kinds of Special Educational Needs which are provided for in our school**

As an inclusive school we do not seek to closely define the Special Educational Needs for which we will make provision. It is our intention that every child, regardless of difference in mind, body, or social circumstance, will be provided with the opportunities to fulfil their potential, contribute to their community and find their place within society. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with :

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- ADHD
- Visual Impairment
- Hearing Impaired
- Physical and Sensory difficulties
- Medical needs impacting on learning
- Speech and Language difficulties
- Social and Emotional difficulties

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound - to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

### **How we identify SEN**

Thrapston Primary School we strongly believe that early identification of any additional need is vital. A child may be identified as having a special educational need at different times in their school career. The Code of Practice 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"

Thrapston Primary use the following staged approach in line with local guidance:

**Stage 1: Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or 2 intervention. All vulnerable learners to be included on a whole-school provision map.**

**Stage 2: Additional SEN Support (SEN List)**

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.

**Stage 3: Education Health and Care Plan : Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.**

Every teacher is responsible for the progress of all students in their class, including those with SEND. All learners will have access to quality first teaching through a range of approaches whereby 'reasonable adjustments' are made in order that the child can access the curriculum.

We use assessment tools to ensure we understand the nature of the presenting issue for vulnerable learners. (Refer to Stage 1 - Identification and Assessment - Inclusion Policy). Pupils will be offered additional SEN support (Stage 2) when it is clear that their needs require intervention that is 'additional to or different from' the well-differentiated curriculum offered for all pupils in the school (as outlined in the 2014 Code of Practice). This SEN support will follow a graduated approach using the assess, plan, do and review cycle to ensure that the intended outcomes are monitored and that progress is made and maintained.

Thrapston Primary School have devised a pathway so that staff and parents are clear about the procedures school will follow should they or the parents feel that their child is experiencing a greater difficulty in learning or has been diagnosed as having a disability.

**Our approach to teaching learners with SEN - How adaptations are made to the curriculum and learning environment of learners with SEN**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils. Staff at Thrapston Primary School understand that they are obliged to ensure that they consider evidence that may state that a child has a disability under the Equality Act 2010 and if so, will make 'reasonable adjustments' within their teaching for them.

Teachers will ensure that they:

- Deliver high quality teaching, differentiated in a variety of ways for individual learners and make 'reasonable adjustments' so that learners are able to access the curriculum
- implement time limited and carefully monitored interventions to ensure curriculum entitlement is not compromised
- plan for individual class support or individual withdrawal
- plan for bilingual support/access to materials in translation
- further differentiate resources and provide additional aids and resources if necessary
- plan for pastoral support to target individual or group behaviour

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of provision is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. The support is described on the child's Sen Support Plan and recorded on the whole school provision map if they do not have an IEP. The provision map is modified and updated regularly and provides a tool to evaluate effectiveness of interventions.

### **How we assess and review SEN**

We ensure that assessment of special educational needs directly involves the learner, their parents/carers and their teachers. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning and the actions required to address them.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. This will enable strategic planning to meet individual needs, demonstrate how support staff are deployed and the accountability for financial efficiency.

If a child has been identified as requiring special educational provision they will be included on a SEN Support register within the school's provision map. Schools are also required to keep record of children having SEN Support for the census. Depending on their need and the extent of their difficulties, they may be given a SEN Support Plan (previously IEP) which enables us to focus on particular need and are seen as a working document, which can be constantly refined and amended. We will encourage children to have ownership of their targets and also for parents to support their child's difficulties by ensuring they have opportunities for overlearning at home. The SEN Support Plan will be reviewed at least 3 times through the year at each SEN review.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN Support list and, in addition to this will have an Annual Review of their statement/plan.

### **How our school evaluates the effectiveness of its provision for children with SEN**

All Children are assessed termly (6 terms) for reading, writing and maths. The SENCO will meet with parents of children receiving SEN Support to evaluate progress against targets, and general wellbeing.

Further monitoring and evaluation of the effectiveness of our provision for learners with SEN is carried out in the following ways:

- classroom observation by the SENCO, subject co-ordinators and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- learning walks and observations
- teacher interviews with the SENCO
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the SENCO, teachers and the head teacher
- head teacher's report to parents and governors

### **How children with SEN are enabled to engage in other activities**

As an inclusive school, we do all we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out

observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

- Pupils are encouraged to analyse how they themselves learn and there is ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- All children identified as having SEN Support have an 'All about Me' learning passport that provides information to staff about them as a learner.

**Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

Thrapston Primary School supports the holistic development of the child, providing social and emotional care throughout the school day.

School Council

Additional support - small social groups

Owls

Counselling

Theraplay Specialist

Breakfast Club

**Information about the expertise and training of staff in relation to children with SEN and about how specialist expertise will be secured**

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

**How equipment and facilities to support children and young people with SEN will be secured**

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

### **Arrangements for consulting with parents/carers of children with SEN and for involving children in their education**

The school aims to work in partnership with parents and carers. We do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

### **Involving other professionals, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEN and their families.**

- The Inclusion Manager is the point of contact within the school who will coordinate the support from outside agencies for each pupil. We seek to respond quickly to emerging need and work closely with other agencies including :
  - EHA team
  - CAMHS
  - Educational Psychology Service
  - Northamptonshire Parent Partnership Service
  - NCC Sensory Impairment team
  - Local NHS services
  - Targeted Prevention Team
  - Education Entitlement Service
  - Early Years SEN support service (Inc Portage team)
  - Multi-agency safeguarding hub

### **Arrangements for supporting children with SEN in moving between phases of education**

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

#### **Arrangements made by the governing body relating to complaints from parents/carers**

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with under the school's complaints procedure, in the first instance by the class teacher and Inclusion Manger, then, if unresolved, by head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedures (see separate Complaints Policy).

#### **Contact details for support services (Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub)**

##### **Links with Other Services**

Effective working links will also be maintained with:

**Educational Psychology Service** : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/EP/Pages/default.aspx>

**Education Entitlement Team** : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

**IASS - Parent Partnership Service** : Contact Number : 01604 636111

Parents are encouraged to contact IASS (Information & Advice Support Services) if they have any concerns over any aspect of their child's education eg. transfer to secondary school, support arrangements in school or if they are at risk of exclusion. This service provides a confidential helpline to support parents through various school procedures. [www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)

**Virtual School for Looked After Children** : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

**Information on where the Local Authority's Local Offer is published**

Local Offer [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

**To be Reviewed April 2018**