

SEN-D Information Report for Ethelbert Road Primary school 2014-15 Part of the Kent Local Offer for Learners with SEN-D

Introduction

Welcome to our SEN-D Information Report which is part of the Kent Local Offer for Learners with Special Educational Needs and Disabilities (SEN-D). The Kent Local Offer can be found here: <http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer> We have a requirement to publish this document and review it annually. 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.

If you would like to contact us please do so via the school office. The best people to contact are;

Miss Fenn – Headteacher and SENCO

Mrs Haylett – SENCO Assistant

Mrs O' Connor- Governor for SEN

Mrs Cox - Chair of Governors

Our Approach to Teaching Learners with SEN

We believe in participation for all learners. We aim to create an inclusive culture in our school with all children participating in learning. We celebrate all members of our community and respond to all children's individual needs.

Our curriculum will be:

- A flexible whole school curriculum which gives real purpose to learning and encourages independent thinking and application of skills
- A fun and engaging curriculum which supports, extends and challenges **all learners**
- An exciting and relevant curriculum which uses creative ways of working and utilises all available resources
- A curriculum which values and is enhanced by relationships with the local and wider community

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our **Teaching & Learning policy**.

Our **School Improvement Plan** is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff.

How does the school know if pupils need extra help?

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess children to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings with senior leaders and rigorous data monitoring. Through this process, pupils that are not making the expected progress are quickly identified and strategies are planned for the following term that will address their area of difficulty. The extra support planned is then closely monitored throughout the term to determine the impact.

How we identify learners with SEN-D

There are four main areas of need within SEN-D, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and/or Physical needs. Where identification takes place it so we understand how to support the child in the most effective way for their education and well-being not to label them.

All children at Ethelbert Road Primary will receive quality first teaching with targeted work focusing on any areas of their learning which need additional support. The class teacher is responsible for assessing all pupils and tracking their progress. In some cases more support will need to be given to pupils and evidence, including the views of the pupil, their parents and intervention and progress data will inform the support which needs to be put into place for their individual needs. In the event that the additional support which has been put in place is not having the desired impact on the child's progress, the SENCo will request additional external assessment from expert agencies and professionals to inform the future provision. Where additional support for SEN-D is needed the school will consider applying on the child's behalf for an EHC Plan.

Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties arise assessments may be carried out to see if there is an underlying need which should be supported through targeted assessment.

Our SEN profile in September 2014 showed that we have 7% of children identified as having SEN; 1.2% of pupils have a Statement of SEN which will be converted to an Education Health and Care Plan.

Of these pupils, SEN were categorised as follows (some children may represent in more than one aspect, therefore % does not equal 100):

- General Learning Difficulties - 27%
- Speech and Language & Communication Difficulties - 9%
- Emotional, Behaviour and/or Social Difficulties – 0%
- Early Years – 0%
- Specific Learning Difficulties - 27%
- Hearing Impairment – 0%
- Autistic Spectrum Disorders – 36%
- Physical/ Medical Difficulties – 0%

Assessing SEN-D at Ethelbert Road Primary School

At Ethelbert Road Primary School we use an Assess, Plan, Do, Review approach. Where SEN-D has been identified the class teacher, working with the SENCo, will carry out an analysis of the child's needs using teacher assessment and observations, prior attainment and progress, the child and parent's views of their need as well as any additional assessment information on the child to create an individual education program. The needs of the child will be reviewed, as a minimum of once a term, and new outcomes and/targets set with the child and discussed with their parents focusing on the impact on the pupil's progress.

The SENCo is responsible for assessing the impact of the interventions which are used in the school to ensure that the pupils are receiving the best possible support and that it is suitable for their needs.

Where the pupil has an EHC Plan (Statement) it is the responsibility of the local authority to ensure this is reviewed as a minimum of every 12 months. This is likely to take place at school with the Head, SENCo and the parents.

For some learners we may want to seek advice from specialist teams universally provided by Kent County Council, which are described on the Local Offer website.

Our team of Learning Support Assistants deliver the interventions in the provision map; many of our LSAs are trained in specialist areas to ensure the best support we can give for our pupils.

What we do to support learners with SEN-D at Ethelbert Road Primary School

At Ethelbert Road Primary School learners with SEN-D are supported in class as much as possible. Where additional support is needed interventions may be used in small group or 1-1 settings. We use a variety of evidence-based interventions to ensure that the provision is the most effective that it can be with LSAs and HLTAs trained in their delivery. The teachers ensure that they monitor the interventions which take place and ensure that they link in to the whole class learning which that child receives.

In Key Stage 1 the maths and literacy interventions are planned by the class teacher so that they focus on the specific needs of the pupils. These take place in small groups or 1-1 with teaching assistants and are regularly assessed to ensure that they remain specific and focused. Emotional and mental health support is provided by the Local Health Care Trust once agreement has been given by parents.

In Key Stage 2 there is a range of additional support through extra guided reading or writing sessions with the reading manager. In maths the interventions are specifically planned by the class teachers to support areas of need. Upper Key Stage 2 we have maths boosters provided by the Maths Coordinator. Emotional and mental health support is provided by the Local Health Care Trust once agreement has been given by parents. In classes where it is appropriate there have also been specific interaction skills groups to support children who have social and emotional difficulties so that they can learn the skills needed to communicate and interact with other children in an appropriate way. Physical and sensory needs are supported through the use of coloured paper/ overlays as well as writing slopes and pencil grips.

Funding for SEN-D

Ethelbert Road Primary school receives funding directly to the school from the Local Authority to support the needs of learners with SEN-D. The amount of funding we received for 2014-15 is £10,994; this funding is assigned to support staffing. Some children require additional support above this and Ethelbert Road Primary will initially meet this support, where possible, through the school budget. If additional funding is needed, for example where a child may need to be supported by an additional adult or where specialist equipment is needed, there is a process where the school may be able to apply for this funding. Please see Miss Fenn for more information.

What do we find out if this support is effective?

To ensure that the support we put in place is effective all children's progress and attainment are assessed regularly. The Head teacher has termly meetings Pupil Progress Meetings with each class teacher to discuss all the children in each class but children with SEN-D are also discussed with regard to their specific needs, targets and progress towards outcomes. Where the progress is not in line with the desired amount the support and interventions which are in place are reassessed (see above for information about assessing SEN-D at Ethelbert Road Primary School).

Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At Ethelbert Road Primary school we offer a wide range of additional clubs and activities, which change termly.

We are committed to making reasonable adjustments to ensure participation for all.

All staff at Ethelbert Road Primary school have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Ethelbert Road Primary school is committed to working in partnership with children, families and other schools to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with parents and children, as well as the relevant staff. Transition to secondary schools will be discussed in good time, to ensure time for planning and preparation. Secondary School SENCOs attend review meetings prior to transfer for those children with specific high level needs, and all children with SEN-D are invited to attend additional move up visits usually supported by one of our Learning Support Assistants.

Have your say

This document has been produced by the SENCO and Senior Leadership Team in consultation with the SEN-D governor and parents of children with SEN-D at Ethelbert Road Primary School. If you have any comments about this document please contact the Miss Fenn to discuss. We appreciate your views.

Useful links

Follow the link below to find out about the KCC Local Offer

<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

The Special Educational Needs and Disability Code of Practice:0-25 years

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf