

Beverley St Nicholas CP School SEND Information Report: November 2019

Our Definition of SEND

Special Educational Needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Children have special educational needs if they have a learning difficulty which calls for special educational needs provision to be made for them.

Children have a learning difficulty if they;

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority (LEA)

How A Child Might Be Identified And Put On The SEND Register

Children are identified through individualised assessment by way of observation, on-going teacher assessment and diagnostic assessment. Consultation through Pupil Progress Meetings (PPMs), parents meetings and intervention reviews also help identify SEND.

Examples of ways:

- The teacher (or parent) identifies a concern related to a pupil. This can be due to a lack of progress, poor levels of attainment, lack of performance, a behaviour concern etc. Concerns can be in one specific area or several. The child may then be tested using a variety of tests (as appropriate). If the standardised score is below 85 and a special need is recognised, then the child will be put on the register as requiring support. If the scores are below 79 then they will go on at support+.
- A child may come from a previous school / setting having been on their SEND register with a certain level of support. After an agreed period to settle, transferred children are assessed to ensure the appropriate provision is in place and that they are at the correct level of action.
- The school has a graduated response to dealing with identified need. Some children will require a referral to an external agency with recommendations made. However some children may not be deemed as needing external agency involvement, but instead require additional support through our school systems.
- Some children are referred to external agencies but with differentiated support are coping with their difficulties within the classroom and do not need additional interventions e.g. 1-1.

- Early intervention is vital at Beverley St Nicholas Primary, so in the Early Years Foundation Stage children are screened through baseline assessment and termly moderation meetings including PPMs. As a result, some children may be targeted for specific support within the 7 Areas of Learning. Subsequently an action plan will be developed with focused targets stating smart steps that need to be worked on.
- Children with a recognised difficulty will be set a Termly Support Plan (TSP) highlighting interventions that will be put into place. If progress is not made, these children may require additional support +. As progress is assessed, current provision is analysed and modified or changed to meet individual need even if an external agency is still involved. Monitoring by the SLT, the class teacher and the SENCo continues on a termly basis through PPMs and TSP reviews. Children will be removed from the SEND register when they 'narrow the gap' in terms of progress and attainment.
- Pupils are not automatically put onto the SEND register despite the involvement of external agencies (EWO, school nurse, social services etc). There has to be a recognised 'special educational need'. If a child is deemed to be underachieving, then interventions will be planned in line with the graduated response but they may not be placed on the SEND register.

The Areas Of Need Used To Categorise Children With Special Educational Needs Are:

- Cognitive and Learning (*this includes: Dyslexia, Dyscalculia, Moderate Learning Difficulties, poor processing skills, poor auditory or visual memory, low cognitive ability*)
- Communication and Interaction (*this includes: speech & language, ASD*)
- Social, Emotional and Mental Health (*this includes: behaviour, ADD, ADHD, ASD..*)
- Sensory and Physical (*this includes: Hearing impaired, Visual impaired, physical disabilities, Dyspraxia, medical*)

As evidence is required to identify a specific area, a number of published standardised tests are used to obtain standardised scores and percentile ranks. Some tests we refer to are:

- MAT non-verbal cognitive reasoning ability test
- BPVS British Picture Vocabulary Screener (non-verbal language test)
- Turner-Ridsdale Auditory Memory test
- PhAB processing speed test for pictures and digits
- Boehm concept test (for early years)
- YOUNGS reading
- YOUNGS Maths
- SPAR spelling

Other tests may be used by the Educational Psychologist to evidence SEND. Pupils who are on the SEND register will have a TSP.

How The School Evaluates The Effectiveness Of Its Provision For SEND Pupils

Autumn 1	<p>Planning and implementation of SEND provision, catch up programmes, SEND programmes for pupils at support including those with EHC plans</p> <p>Staff SEND/Inclusion CPD needs identified</p> <p>Meetings with teachers, SLT (PPMs) and the SENCo to review and discuss provision and needs of children</p> <p>Drop in observations of groups</p>
Autumn 2	<p>Termly Support Plan (TSP) targets reviewed</p> <p>TSPs shared with parents at parent consultation meetings</p> <p>Monitoring of SEND pupil progress and of SEN provision (quality first teaching, intervention programmes, curriculum differentiation, access)</p> <p>SEN pupil progress/achievement reviewed</p> <p>Transition reviews completed for pupils with an EHC plan</p>
Spring term	<p>Monitoring of planning and differentiation</p> <p>SEN pupil progress/achievement reviewed</p> <p>Monitoring, review and evaluation of interim progress of SEND pupils following catch-up or SEN intervention programmes leading to changes in provision to ensure support remains effective</p> <p>TSPs reviewed and shared with parents at parent's evening</p>
Summer 1	<p>Transition Preparation</p> <p>Focused SEN monitoring</p> <p>Monitoring, review and evaluation of interim progress of SEND pupils following catch-up or SEN intervention programmes leading to changes in provision to ensure support remains effective</p>
Summer 1	<p>Transition Preparation</p> <p>Review of SEN pupil progress and achievement. Identify gaps in learning / provision and children's needs. Plan new provision to be set up for Autumn term</p> <p>TSP review meetings with teacher, parents and SENCo,</p>

The School's Arrangements For Assessing And Reviewing The Progress Of Pupils With Special Educational Needs

- Pupil Progress Meetings (PPMs) are held every term with members of the SLT. Whole class progress through the National Curriculum objectives are reviewed. Within this, specific groups, such as SEND children and underachieving pupils are looked at.
- SEND interventions - staff review this provision half termly

- As part of PPMs, the SENCo discusses progress with SLT and staff and reviews the provision in place for SEND children who not progressing.

The School's Approach To Teaching Pupils With Special Educational Needs

Beverley St Nicholas Primary values the abilities and achievements of all children, and is committed to providing for each pupil the best possible environment for learning. This school provides a broad and balanced curriculum for all children. The Curriculum is our starting point for planning areas of learning to meet the specific needs of individuals and groups of children. When planning, teachers set robust learning challenges and respond to children's diverse learning needs. Some children experience barriers to learning meaning they have special needs that require particular action to be taken by the school. The School's Inclusion Policy, which recognises the entitlement of all pupils to an appropriate, balanced, broadly based curriculum is the basis for planning and developing provision. The SEND Policy reinforces the need for teaching that is appropriate and fully inclusive. The Governing Body will ensure that appropriate provision is made for all pupils with SEN.

Throughout the year, additional requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children to enable them to participate fully and effectively in curriculum and assessment activities. Children with SEN may need additional or different help from that given to other children of the same age. Any child may have special educational needs throughout, or at any time during their school career. The SEND Policy ensures that curriculum planning and assessment for children with special educational needs, takes account of the type and extent of the difficulty experienced by individual pupils.

Our Principles Of SEND Provision Are;

- High quality personalised teaching with child-centred differentiated activities planned to meet the needs of each child
- SEN teaching monitored and reviewed by the senior leaders in school
- Class-based TAs work alongside class teachers to support children individually or in small groups to facilitate working with children with SEN.
- Early identification of concerns with progress, leading to testing and planning interventions and provision
- The class teacher is responsible and accountable for SEND provision of pupils in their class
- There is a graduated response implementing appropriate evidence based interventions
- Regular reviews of interventions
- Termly reviews of targets (TSPs)
- Support plans show clear expected outcomes
- Pupil input to support plans
- Parent participation

How The School Adapts The Curriculum And Learning Environment For Pupils With Special Educational Needs

- Access to previous years' programmes of study and resources
- Working walls and displays
- Topic mats
- Individualised success criteria
- Multi-sensory approach to learning
- Specific programmes for specific needs
- Differentiated and specialised resources

Additional Support For Learning That Is Available To Pupils With Special Educational Needs

- Differentiated Support: Group TA support, 1:1 TA support, task differentiation: access of previous year / term objectives
- 'Safe Spaces' to calm; personal space environments
- Modified resources e.g. learning aids, visual impairment aids, hearing impairment aids, ICT aids
- Modified environment

Specific intervention programmes: see provision table below;

		Foundation	Y1	Y2	Y3	Y4	Y5	Y6	
Wave 1 COULD Whole school intervention ideas	Literacy Speaking and Listening	Talk Boost In-school support of personalised SaLT programmes							
	Reading	RWI 'keep up' interventions. Daily 1-1 reading	RWI 'keep up' interventions Weekly 1-1 reading						
	Writing	1-1 Developmental Writing							
		Guided writing		Guided writing and extended writing					
		Correct Letter Formation (using different mediums)	Nelson Pupil workbook	Nelson Pupil book A	Nelson Pupil book 1	Nelson Pupil book 2			
		Handwriting programme							
	Numeracy	Hands On Practical Maths RM Maths				Mental maths			
					TT Rockstars	TT Rockstars	Weekly Folens	TT Rockstars	
	Behaviour	Positive, consistent approach (based on School Behaviour Policy and INSET) Good To Be Green (Traffic Lights) Growth Mindset Whole School House Points (Termly reward)							
	Other	Home-School Liaison							
Wave 2 SHOULD <i>Borderline, concern, catch up children</i>	Literacy	Track back to Foundation Objectives							
		Small group (ability) focused games							
	Speaking and Listening	Talk Boost In-school support of personalised SaLT programmes							
		Daily reading groups							
	Reading	1-1 Reading	Book Blog						
		Phase 1/2 games - catch up group							
	Writing	Developmental Writing Continuous Provision Opportunities							
	Numeracy	Track Back Practical Maths		Magic Maths					
		Small group (ability) focused games						Small focus groups (GL)	
			Numicon	Numicon	Numicon				
						RM Maths			
Behaviour	Behaviour strategies (under East Riding Behaviour Support Team)								
Other	Home-school Liaison								

Wave 3 SEND Support, EHCP	Literacy	Individual SaLT Programmes			
		SAPTs multi-sensory approach (individualised learning)			
	Speaking and Listening	SALT (including friendship groups) Talk Boost			
	Reading	Daily Reading	RWI 'keep up' interventions		
	Writing	1-1 mark making		Book Blog	
				Peer writing	
	Numeracy	Targeted Small Groups	RM Maths	RM Maths	RM Maths
			1-1 / Small Group Interventions	TA supported interventions (1-1 / paired work)	
	Other	Auditory and Visual Memory Games			
		In class TA support: small group and individual			
Smart Step Programmes in small groups					
Behaviour Intervention Groups: social skills; self-esteem; self confidence, ELSA (DH)					
Teacher for the Deaf 1-1 interventions (Specialist TA support provided)					
Physical Therapy (SaPTs)					
Keyboard Interventions					
Home-school liaison worker (VG)					

Support That Is Available For Improving The Emotional And Social Development Of Pupils With Special Educational Needs

We have a specialist ELSA trained TA who provides:

- ELSA Programmes (1:1 and small group)
- Emotional Literacy Programmes
- 1:1 Emotional Support
- Friendship Groups (SaLT provision)
- Anger Management Groups
- Home-School Worker Support

Contact Details of the SEND Co-ordinator.

SEN information report November 2019

Linda Fraser SENDCo

	Special Educational Needs Coordinator (SENCo)
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The Expertise And Training Of Staff In Relation To Children And Young People With Special Educational Needs And About How Specialist Expertise Will Be Secured.

- Regular training is disseminated to staff as part of the annual planned staff meeting timetable.
- Training given by the SENCo, the Assistant Head for Inclusion (V Hart) and other professionals includes:
 - Talk Boost (SaLT)
 - ASD (Cath Murdoch)
 - Behaviour (Team Teach)
 - Attachment Disorder (Helen Hatton)
 - DD4D (Victoria Hart)
- Support from outside agencies deliver whole school staff training. Visits and observations provide opportunities for supported recommendations to be made
- Liaison meetings with the SENCo, the Assistant Head for Inclusion and Nurture Room are held weekly
- Specific training is carried out for individuals to meet specific needs

The SENCo has undertaken the Post Graduate Certificate in Special Educational Needs Coordination at Sheffield Hallam University – Completed August 2018.

How Equipment And Facilities To Support Children And Young People With Special Educational Needs Will Be Secured.

Advice is sought about specialist equipment from:

- Speech and Language Therapy service
- SaPTS (Sensory and Physical Teaching Service - physical, visual and auditory impaired service)
- Educational Psychologist

- Inclusion Practitioner
- Behaviour Support Advisory Specialist

The Arrangements For Consulting Parents Of Children With Special Educational Needs About, And Involving Such Parents In, The Education Of Their Child.

- Termly Support Plans are reviewed as part of parent consultation meetings. Teachers invite parents to contribute to the review through a Structured Conversation in school. Parents that do not attend the parents' evening will have a copy of the TSP sent home to them.
- Transition Termly Support Plans will be review by the class teacher, SENCo and parents in summer term.
- Relevant information/resources about how parents can support their children are created and given to parents as appropriate.

8. The Arrangements For Consulting Young People With Special Educational Needs About, And Involving Them In, Their Education.

At the end of every term children with SEN will complete Pupil Profile sheet with their teacher or TA. The adult can read and scribe the information, explaining what the terms mean. Individuals will be asked:

- At school I like to...
- At home I like to...
- What is going well for me
- What I have achieved
- What is not working for me
- This term I would like to achieve...
- How am I going to do this?
- School can help me by...
- Others can support me by...

Individual responses will contribute to the TSP review process. The school is developing a person-centred approach to its SEND provision and practice, recognising the rights of both parents and pupils to be consulted during any SEN decision making process. For children with EHC plans, a person-centred review meeting is planned at least annually to review attainment and progress towards targets set the previous year

The Complaints Procedure.

If a parent has a complaint about the SEND provision made in school then they are to follow the school's policy and guidelines. The process is as follows:

- Try to talk directly to the teacher, SENCo or Head Teacher
- If you are unhappy with the outcome then put your complaint in writing to the Head Teacher

- The Head Teacher will investigate your complaint and reply to your letter, inviting you in to discuss the matter further.
- After the meeting, if you are still not satisfied with the outcome, then put your complaint in writing to the Chair of Governors who will investigate and then provide a written response.
- The full school complaints procedure is available on request or on the school website

The School's Arrangements For Supporting Pupils With Special Educational Needs In Transferring Between Phases Of Education.

Transition phase	Arrangements
Pre-school provision to EYFS (FS1 and FS2)	<p>Multi-agency meetings are held to pass on information that will help support the pupil.</p> <p>Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over the summer holiday period.</p> <p>Home visits by staff are offered to all parents especially for children with high needs.</p> <p>Half day taster day sessions are held (and can be planned appropriately to meet need).</p> <p>Support is put in place the term before to prepare for their start</p> <p>Drop in visits for high need children</p>
EYFS to Year 1	<p>Half day taster day sessions are held</p> <p>Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over holiday periods.</p> <p>If appropriate, open afternoons arranged for parents, pupils and staff can meet</p>
Year 2 to Y3	<p>ELSA sessions for specific support</p> <p>Individual behaviour management plans are written (transition meetings), giving the new teacher detailed information about strategies and triggers to ensure successful transition</p> <p>Moving up transition morning</p> <p>Multi-agency meetings for high need children are held to review and plan for the next year</p>
Year 6 to secondary	<p>Y6 teachers have a meeting with Y7 staff to discuss every child</p> <p>SENCo has a meeting with the secondary SENCo, SEND team and Head of Y7 to discuss in detail and hand over files of the children with SEND. Detailed case studies are also passed on to ensure effective transfer of information to set up appropriate provision.</p> <p>2 transition days spent at secondary school.</p> <p>Extra visits arranged for vulnerable pupils</p> <p>Y7 SEND staff come into the primary class room to observe and work with specific high need children and prepare them for transfer.</p>

	ELSA and home-school support for children (as appropriate) Transition meetings / multi-agency meetings for children with EHC plans
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INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.

East Riding website: <http://www2.eastriding.gov.uk/>